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Public Relations for the American High School

SERVICE ORGAN FOR AMERICAN SECONDARY SCHOOLS

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The Bulletin
OF THE NATIONAL ASSOCIATION OF
Secondary-School Principals

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PUBLIC RELATIONS FOR THE AMERICAN HIGH SCHOOL

Prepared by–

The National School Public Relations Association,
A Department of the National Education Association

At the Request of–

The National Association of Secondary-School Principals

On the Occasion of–

The 25th anniversary of NSPRA which marks the first one fourth of a century of coordinated activity in school public relations in this country.

Guest Editor – SYLVIA CIERNICK
Specialist in Education, Michigan State University
(On leave from the Dearborn, Michigan, Public Schools)

Guest Editor's Overview

Secondary-School Issues and Public Relations

SYLVIA CIERNICK

WHAT is the biggest public relation problem facing secondary-school principals today? Almost in unison the educators polled across the country in preparation for this issue of THE BULLETIN replied:

"Helping the public to understand and establish the objectives for their local high-school program."

This answer clearly places the high-school curriculum at the focal point for public relations activities of today's principal. It is understandable when we examine the major changes curriculum is going through and will continue to go through during the next decade.

A second major question, "In what areas of public relations do principals need the most help?" brought out an equally strong answer:

"Principals need help in understanding and using all phases of the process of communication."

These questions were part of a recent survey made of 500 members of the National School Public Relations Association to identify the issues with public relations implications facing our high schools. The results of this survey form the basis for the contents of this issue.

It is interesting to note that twenty-five years ago when twenty-three persons gathered in Denver, Colorado, to form the School Public Relations Association,[1] the biggest changes occurring in education then were also in the high-school program. Consequently, the high schools needed the greatest share of the public relations person's attention. Curriculum research was pointing to extensive changes in and additions to the high-school program, which in turn resulted in the need for more and larger school buildings. Communities needed to be introduced to the values of cafeterias, swimming pools, music rooms, gymnasiums, shops, guidance offices, and other services and areas of learning.

[1] The School Public Relations Association name was changed to National School Public Relations Association in 1950 when the group became a department of the National Education Association.

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Today, on the 25th Anniversary of the National School Public Relations Association, we have Sputnik and Dr. Conant's study, followed by other recent and significant writings and research in the field, such as the Association for Supervision and Curriculum Development's *The High School We Need* and the Rockefeller Report, *The Pursuit of Excellence in Education*, pointing out the new tremendous changes for which both school staffs and the public must be prepared.

And again, the school public relations persons are ready to help. But they also realize that the locus of all action must be the high school itself, with the high-school personnel carrying the major responsibility for the quality of success, or degree of failure, of a program which will help the public to understand and assist in determining and carrying out the necessary changes facing the high school.

Guidance and assistance naturally come from the superintendent, the school board, and the school district's school-community relations officer (if the district is fortunate enough to have someone in this position). But the final responsibility for the public relations program for each high school lies within each building.

To assist the principal and his staff in assuming their public relations responsibilities, this edition of THE BULLETIN has been prepared.

Much of school public relations writing has had a "how-to-do-it" approach, with projects and specific procedures emphasized. This emphasis on projects often has made us forget that each project must be tailor-made and aimed at a specific goal that is recognized as being a part of a much greater whole. Ahead of projects, we must have general premises to build upon and sound long-range planning.

During the past twenty-five years the high schools have developed projects and more projects, many of which have been commendable. Who would argue the value of the spring music festival, the annual open house, the school newspaper?

But today, as high schools again face major changes, it is again time to relate all these public relations activities to their original purposes and to try them out against the public relations premises and purposes that are being developed to meet new demands. We might find that some no longer relate to anything. Others have decreased in importance, and most importantly, large gaps exist that need to be filled in by new thinking and activities.

For these reasons, THE BULLETIN is divided into five parts:

PART ONE: PREMISES TO BUILD UPON. It answers such questions as: What should our schools relate to the public? What does the community need to know about its schools and the society it serves? What does the school need to know about its community? What must schools know about the communications process?

PART TWO: THE PEOPLE IN PUBLIC RELATIONS. One definition of public relations indicates that it is more importantly the process of social engineering than it is the dissemination of information. To put

it more simply, it is "people"—what they do, what they think, what they believe. The people involved in high-school public relations includes everyone that is affected by the American high school, and that *is* everyone. In Part Two are described the unique roles of various groups of people so that they may be utilized and involved most productively.

PART THREE: PREMISES, PEOPLE, AND PUBLIC RELATIONS PRACTICES. After identifying the premises and the people, suitable practices can be evolved. As is universally true, we find that the theory and knowing what needs to be done are still far ahead of actual practice in most situations. However, there are many signs, as evidenced by the articles in this section, of schools around the country taking the lead in evolving long-range programs that emphasize the premises of participation, interaction, and teamwork described in Parts One and Two.

PART FOUR: ISSUES TO INTERPRET. This section recognizes the leadership role educators must assume to give their communities direction and perspective on issues in education. It summarizes the changes and issues that need interpreting.

PART FIVE: NSPRA AND NASSP—PARTNERS IN PUBLIC RELATIONS. NSPRA offers further help to principals through its services and publications.

TALK SESSION DEVELOPS PUBLIC RELATIONS ISSUES

The survey, mentioned earlier, made of NSPRA members to help identify issues facing our high schools raised many excellent points. It was realized, however, that these points needed to be developed further through discussion if all of their value were to be made available to those who had to find and apply the solutions.

Upon the invitation of NSPRA some months ago, several members of the Editorial Board were called together to meet with a group of school specialists in public relations to analyze the issues of current concern to high-school principals.

It is not possible to report fully the spirited discussion that ensued. Many of the conclusions are reflected in the major articles in this issue. However, there are many facets of the discussion that are worthy of separate attention because they contain suggestions that we hope can be of immeasurable help to the principal who must handle many of these issues daily. Highlights are presented here in the form of a general statement followed by the comments of the discussants.[2]

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[2] *Identification of discussants.* All participants are members of the Editorial Board listed on the introductory page except for the following: Robert Olds, Public Relations Consultant for the Ohio Education Association and Editor of *Trends,* a public relations newsletter for the National School Public Relations Association.

STATEMENT:

School administrators today not only must know how to work with local media and local community statements regarding the educational program and what it should be, but they also must become increasingly adept at handling major pronouncements on education made at the national level through mass media. Dr. Conant, Admiral Rickover, and authors of hundreds of magazine articles have had much to say about education; more can be expected in the future.

COMMENTS:

BORTNER—The first caution is to avoid the "us too" concept. The bandwagon looks like a good vehicle to ride when national pronouncements are made, but too often we have climbed aboard without due regard for how these pronouncements fit local needs. Our objective should be to take full advantage of current national interest in any phase of education, to create discussion of education at the local level, and to come to local conclusions.

OLDS—In an attempt to get on the bandwagon, many school leaders are dishonest through omission. They speak of things they are doing without any regard to how well they are being accomplished or how valuable they may be in terms of local community needs. It would be better to evaluate nationally publicized programs and their recommendations on the basis of (1) we are doing these things because . . . (2) we do not feel these are important in terms of local needs, and (3) these do not fit the local situation. This is the kind of guidance the public is looking for from its professional educators.

STATEMENT:

Greater interaction between school and community is ahead for the local high school. This interaction goes beyond the simple aspects of communication which involve "telling" the school story. It includes active participation of the community in their high schools.

COMMENTS:

MILLS—The problem is greater than just showing the need for public high schools. We must cultivate continued citizen care for our high schools. There are two dimensions to public relations beyond keeping everyone informed. They are:

1. *Citizen involvement.* People must feel they have a stake in the enterprise.

2. *Pride in the enterprise.* People must feel satisfaction and pride in their schools.

BORTNER—Public relations is three-fourths public participation and only one-fourth public information. Through participation and information we can build a solid foundation for confidence in our high schools. We must—

1. Keep the public informed in order that they will understand the education scene.

2. Arouse the interest of the public in educational policy making.

Present-day concerns result not only from some weaknesses in the secondary-school program but also from failure to keep the public alert to needed changes taking place in secondary education. And more important, to involve them in planning these changes to meet new social problems.

McCloskey—Adequate interest and funds will be allocated to schools only if we develop and utilize all the communication processes. The role of community involvement must be informed and purposeful. It must relate to some kind of reward or achievement.

STATEMENT:

Schools will always have one aspect of community participation: special interest groups and outspoken opinions expressed about the school program. Increasing numbers of special interest groups are learning the political ropes and are becoming more capable of exerting their pressure upon local school programs.

COMMENTS:

Morhous—No school is without some small, vocal, minority groups. Often only ten per cent of the people are making forty per cent of the noise. The kind of approach needed to balance this vocal minority is an aggressive, positive program which clearly explains the greater priority needs of all groups being served by the schools.

McCloskey—One method is to tell the community constantly, "Here are the services rendered for the dollars received." If this is kept in the forefront, it will give balance to the requests of the special interest pressure groups. If a good suggestion is made, it will work itself into the major framework of dollars = services.

There always will be a semi-artificial interest in some one little aspect of education. This aspect changes as the public interest of the moment changes. We should not be caught diverting all of our attention from the major picture or permitting the community to lose sight of the big picture. In addition, we must be in a position so that when critics say, "Educators are not doing these things, nor has education reached the desired level of quality," we can say, "Yes, we have pointed this out already and educators are taking proper steps."

STATEMENT:

If we are to involve people wholeheartedly in their schools, ways must be devised to prepare citizens for purposeful involvement in school programs.

COMMENTS:

Mills—First, we must have something to relate to the public. It is necessary to develop some common perceptions that start with the fundamental role of American society and the place of our educational system. The quality of participation we want and need can come only

after the American educational system and its values to the nation and to the local community are understood clearly. Without prior agreement on values, the full importance of education will never be recognized. The community must know what is at stake when they begin to help make decisions.

STATEMENT:

Educators must think together before they are prepared to think with the public. This is increasingly important as the rate of change in the school program increases.

COMMENTS:

McCLOSKEY—One of the major sources of negative, destructive conversations rather than positive, descriptive conversations is the neglect of the principal to relate his program to segments of the total school system. We must help the principal and his staff feel the need for functional relationships to elementary school, to intermediate school, and to post-high-school programs.

ROSE—The principal must get the whole team telling just one story. The teachers must know beforehand the idea that the principal will utter to the public. This may be equally as important as having an idea to utter.

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McCLOSKEY—Let me try to summarize. Our approach in public relations should be to:

1. Show the kinds of services that schools render to children
2. Generate informed, purposeful involvement of citizens which. . . .
3. Results in satisfaction and reward, and which shows the possibility of an even greater reward.

THE COMMENTS AND STATEMENTS quoted above reveal that school public relations issues are lively and that they lead in many directions. The materials contained in the succeeding chapters of this issue of THE BULLETIN are presented for your further interest in pursuing some of the major issues facing secondary-school leaders today.

SYLVIA CIERNICK

Part One

PREMISES TO BUILD UPON

Four authors present a firm foundation upon which to build or improve the public relations program for your high school.

The High School's Responsibility for Public Relations

DOYLE M. BORTNER

A SCHOOL cannot avoid public relations. The community will acquaint itself with and express opinions about its school whether the school attempts to keep the people informed or not. Clearly, public relations is not a matter of choice. On the other hand, the school does have a choice: Between unplanned or planned public relations, between disregarding or developing an organized public relations program designed to promote community understanding and support.

The principal of the school is a key figure in making this choice. While the board of education and the central office may give general direction and motivation, it is only through the individual school that public relations can become operative and effective. Writers in the field of school administration emphasize public relations as one of the primary functions of the principal. He is *the* field administrator in the public relations program.

Before proceeding further, how may public relations, as applied to the school situation, be defined? It is a process which seeks to promote understanding and friendly *working* relationships between school and community. It is an operation which helps the school know its community in order that it may not only serve educational needs, but also most intelligently select those media and activities which will keep the people informed about the school, its purposes, programs, progress, and problems.

Dr. Bortner is Chairman of the Division of Education, Hofstra College, Hempstead, New York, and author of the book *Public Relations for the Classroom Teacher*.

This is a very different concept from that held by some school administrators, including principals, who seem to regard school public relations as a high-pressure selling campaign, a bag of tricks, or a conversion of information into propaganda. While these approaches have been used under the guise of public relations, they are ineffective. In the first place, one can scarcely sell that which he does not own, and the principal does not own the school. Second, high-pressure campaigns are unproductive if used too often. Moreover, they are not likely to educate the public. It may end up knowing little about the school once the excitement has subsided. Finally, efforts to misrepresent or cover up information about the school result in a loss of popular confidence when the people eventually learn the truth. Indeed, it would be a most unusual school that was without fault, and the school that honestly admits its shortcomings and problems will seem more approachable, human, and friendly.

Not infrequently school administrators hold a less damaging, but none-the-less confused, concept of public relations as being synonymous with publicity. As indicated by the above definition, school public relations is a two-way street which aims at understanding the other party—the public—so that he can be helped to better understand you—the school. It involves listening as well as talking. Accordingly, it should not be confused with publicity, with a one-way street of information-giving, for there is no assurance that information alone leads to understanding. Solid understanding is best fostered by *interaction* of the school and its community. Publicity, important as it is, can be no more than one activity in the total program of interaction.

Needs, Purposes, and Benefits

The preceding interpretation of school public relations implies hard work on the part of the principal and his entire staff if they are to develop a successful program for the high school. The effort can be justified merely by recalling difficulties faced in times of crisis by schools which lack public support. In this connection, the effort is vividly justified by the post-Sputnik fever for easy answers to problems facing the American high school, a fever which has now resolved itself into a great debate over current quality and future directions of secondary education.

The work involved can be supported in a more detailed and positive manner by spelling out some important purposes of and needs for a high-school program in public relations. Taken collectively, they not only show why a high school should have a public relations program, but also underscore reasons why a high school simply cannot afford to neglect its public relations in this post-Sputnik era of honest concern about malevolent attacks upon, and varied prescriptions for secondary education. What, then, are these purposes and needs behind a public relations program and, by implication, what benefits are likely to grow out of an effective high-school program in public relations? They can be listed and analyzed as follows:

1. *To assure a good and appropriate education for the youth of the community.*

This is the end goal of all school activities, including the public relations program. The other more immediate purposes and needs which follow simply support this terminal goal.

2. *To supply full and accurate information on school objectives, programs, services, problems, and needs.*

As an institution responsible to the state and to the people of its community, the high school is, in some measure, legally and, in full measure, morally accountable to the public. It has an obligation to render an account of its use and management of funds and property and, more important, to render an account of the way it is educating the youth entrusted to its care. This latter responsibility has never been more pressing than in this, the post-Sputnik, era.

3. *To stimulate the people to assume a partnership of responsibility for the quality and kind of education which the school offers.*

The clear implication here is that the school, through its principal and each of its teaching and non-teaching staff members, must work with citizens of the community in terms of "our school" as contrasted with "my school," must welcome rather than ignore or shun its "stockholders."

4. *To involve citizens in the activities of the school.*

Participation breeds responsibility. This is as true in school affairs as it is in government itself. "Those who share, care" may be a worn expression, but its wear attests to its truth. The partnership of responsibility, referred to above, is best achieved by directly involving citizens in school affairs. This may range from service as resource visitors in the classroom to membership on committees seeking solutions to major educational issues. In such situations public relations becomes a two-way street, the best route to cooperation.

5. *To develop the interest, understanding, and confidence of the people.*

Regardless of sentimental concern sometimes expressed for the plight of the school and deep anxiety occasionally voiced over the quality of its educational program, a school can really succeed only to the degree that it builds continuing interest, understanding, and confidence among its patrons. Moreover, this is as it should be, for the public school belongs to the people, and in a democracy no public institution can progress very far beyond the current level of citizen opinion.

Stating this another way, only the people can make public policy in our society, and educational policy is public policy of the very highest order, since it determines what kind of adults our children will become, what kind of nation we will fashion. Responsibility for such crucial decisions cannot rest with educational experts alone, capable as they may be. In a democracy this responsibility must be retained by the people.

On the other hand, sound policy decisions are likely to be made only by an interested and informed people. Accordingly, the school must do all it can to maintain interest and understanding at a high level.

The role of the high school, then, ought to be that of both keeping the people informed in order that they will understand the educational scene and arousing their interest in educational policy making. These are solid foundations for confidence.

To turn from these somewhat theoretical considerations to the immediate problems, it is apparent that the current level of concern for secondary education may not only indicate interest, but also a lack of understanding and confidence. Add to this the serious misconceptions of the rapid changes that this century has witnessed in secondary-school organization and curricula, and the need to develop understanding and confidence is even more evident. Moreover, there is a relationship between these two considerations, for present-day concern results not only from some weaknesses in the secondary-school program, but also from failure to keep the public alert to changes taking place in secondary education and, more important, to involve them in planning these changes.

To be sure, not all secondary schools have been guilty of these oversights. Some have been alert to their public relations, and it is apparent that these are the schools best weathering the storm. But, other schools either overestimated the ability of the public to keep pace with changes or, even worse, ignored the equity of the public in its schools. Under such circumstances it is not surprising that a citizenry suddenly awakened from its educational slumbers by Sputnik I should be disturbed, confused, and excessively influenced by claims and counterclaims, criticisms and justifications respecting secondary education. Unfortunately, many high schools have been placed on the defensive, an uncomfortable and awkward spot from which to carry on constructive public relations. This should not be allowed to happen again. Schools, and principals, caught short this time, had best start repairing their fences and developing an organized, long-range public relations program designed to develop interest, understanding, and confidence.

6. *To foster a type of public opinion and expectation which approves change and progress in education.*

The facts that the public school belongs to the public and that educational policy is public policy underscore the role of the administrator as an educational leader. Not only must he keep interest and understanding at a high level, but he has a responsibility for showing the way, for recommending new directions in educational policies and programs. If he is to succeed in this responsibility, if he is to educate the people to the need for change, he must both inform and involve them through established channels of communication and participation. Indeed, he can best develop a climate, an expectancy, of change by involving the people in planning the changes.

Change in itself is not necessarily good. Nevertheless, it is a fact that the greatest challenge facing society today is change in the rate of change

in all areas of life: industrial, agricultural, scientific, cultural, social, and political. It follows that the greatest challenge facing the secondary school is that of providing a type of educational program, undoubtedly including much that is new in curriculum and method, which is geared to these changes. In such a situation, the principal needs the support of a public that expects change and progress in education.

Strangely enough, large segments of the public may assume that the type of school they attended would be quite satisfactory today, or they may demand a return to educational programs of yesteryear as the cure for all current educational problems—this, in spite of their enthusiasm for changes in science, medicine, architecture, and automotive design. Therefore, it is essential for the principal to educate the public to an expectancy of change in secondary education. Without a public relations program, he has little chance of doing this.

7. *To secure adequate financial support.*

This is an obvious objective of public relations, one which needs no elaboration here, and one which is almost certain to be fulfilled if the aforementioned interest, understanding, and confidence are achieved.

8. *To promote respect and enthusiasm for teachers.*

It seems fair to suggest that there is considerable indifference, sometimes even unfriendliness, toward teachers on the part of many people. This is not true of all communities but, in general, the statement is accurate enough to be of concern. Teachers are too frequently pictured as being old maidish, unworldly, fussy, queer, pompous, bossy, and the like. Actually, these stereotypes are even more likely to be applied to the secondary than to the elementary teacher who, traditionally, has the advantage of closer, more friendly and sentimental child and parent relationships. And, lest the principal imagine himself exempted from such stereotypes, let him recall cartoon, novel, movie, and television characterizations.

Such impressions need to be replaced by more realistic and friendly attitudes. This is not easy. Perhaps the change could be motivated in part by teacher and principal efforts in the direction of friendliness and service. In larger measure it will have to be achieved through public relations intended to alert the citizenry to the outstanding services of teachers to society in general, to the local community in particular, and, especially, to the preservation and strengthening of democracy.

9. *To maintain parent interest that is typical of the elementary school.*

The marked decline in parent interest as children move from the elementary to the secondary school is understandable but, none the less, unfortunate. It is understandable in view of the larger size of the secondary school, its departmental organization, lessened emphasis on —or complete absence of—PTA activities, and growing independence and sophistication of "teenagers." It is unfortunate because parents are natural partners in the educational enterprise and, as such, can be a

strong force for creating favorable community attitudes toward the school —secondary as well as elementary.

Once parents are made to feel that they are wanted, once they are accepted as partners in the educational venture of the secondary school, there is reason to believe that they will become staunch supporters of the school. After all, their children stand to gain from this support.

While the secondary school has a more difficult job than does the elementary school in fostering close and friendly parent relations, there are many things that can be done. Parent newsletters, parent visits to the school, parent participation in planning and implementing school and classroom activities, organized parent groups, and many other formal and informal mediums and techniques for developing parent understanding and partnership can have an important place in the secondary school.

Unhappily, some high-school principals continue to overlook the importance of parent cooperation and, in scattered instances, even take steps to make parents feel unwanted. Such principals should not be surprised when parents become antagonistic, misunderstand school objectives and practices, and automatically assume that "something is wrong" when, on rare occasions, they are contacted by the school.

10. *To channel constructively the demands of pressure groups.*

The demands of those groups that would use the secondary school as a tool to achieve their own self-interested objectives can be successfully dealt with only when the school has wide public support. Pressure groups are found in almost all communities. Their demands upon the high school range all the way from well-intentioned proposals for essay contests and patriotic observances to overbearing demands for major curricular innovations. Their influence thrives in an atmosphere of public indifference, but is likely to be confined to its proper proportions when the school has developed public understanding and confidence. An interested public will allow no encroachment upon the school's responsibility as a democratic, social institution devoted to the welfare of its pupils.

11. *To establish and maintain cooperative relations and mutual understanding with elementary schools and institutions of higher education.*

A critical defect in the public relations efforts of an apparently sizeable number of secondary schools is their inattention to rapport with schools on lower and higher levels. There appears to be considerable misunderstanding and even fault finding among schools of different academic levels. To be sure, the elementary school and the college must share responsibility with the secondary school for remedying this situation. But, being in the middle, the secondary school should have particular reason for concern and, perhaps, a primary responsibility.

It is difficult to build the public's confidence in its schools when the schools themselves are rebuking one another. In short, there must be good relations among schools as well as between schools and their

publics. This represents a crucial, but often overlooked, purpose of public relations.

12. *To maintain good internal staff relations.*

Perhaps even more serious than poor public relations among schools is poor public relations within a school. Public relations must begin "at home" and work from the inside out, for no organization can hold the community's confidence if it is divided by internal discord. This is clearly recognized by successful business and industrial organizations. They are much concerned with the development of improved management-employee relations, as well as employee-employee relations. Likewise, the more forward-looking schools know that good external public relations are based, in part, upon good internal human relations, that rumors and reports of internal conflicts can destroy the public's faith in a school.

A basic purpose of public relations must be, then, to maintain good internal relations, since these are necessarily reflected on the outside. This implies the need for the principal to be alert to the importance of staff morale by: (1) building a democratic climate, (2) building a sound personnel policy, (3) preventing staff conflicts, (4) weeding out incompatible staff members, and (5) utilizing staff members in public relations, as in all other areas, according to their talents and interests.

Organizing the Program

Twelve purposes and needs justifying a public relations program have been set forth. A program adequate to fulfill these purposes and needs should be well planned and organized, honest, comprehensive, and continuous.

Programs of some schools fail because they do not satisfy one or more of these criteria. For instance, they may be periodic or sporadic, more than likely confined to times of crisis and relying heavily on campaigns. They may consist entirely of publications and newspaper publicity. They may suppress, color, or cover up information regarded as unfavorable. They may be almost entirely defensive and content with denying charges or employing the "us too" technique to assure the public of good works or intentions. They may be lacking in clearcut definitions and delegations of public relations responsibilities. Still other programs combine several or all of these weaknesses.

If these failings are to be avoided, if an adequate public relations program, one consistent with the criteria suggested above, is to be developed for the school, what are some of the important and specific responsibilities of the principal?

Before indicating these responsibilities, it is necessary to assume that the principal is operating within an administrative organization which allows him reasonable freedom of action in public relations activities. Unless he must operate within a highly centralized structure where his only job is to carry out plans and directions channeled to him from the central office, an unusual arrangement with respect to public relations,

he will likely have reasonable freedom to organize and develop public relations for the school. More specifically, if he works within a coordinated organizational structure, he will be free to build public relations within the general policy framework and over-all plans of the central office. If he works within a completely decentralized arrangement, insofar as public relations are concerned, he has complete freedom to develop, or to ignore, a program for the school.

Turning now to the principal's responsibilities—he should, first, give the same attention to planning and systematizing a public relations program as he would if he were organizing a guidance or instructional program. At the same time, he needs to be cautious not to (1) copy the organizational pattern of another school, (2) develop an unnecessarily elaborate plan of organization, and (3) move so rapidly as to stir up community and staff suspicion. While the organizational patterns of schools operating successful programs may suggest helpful ideas, the organization for public relations in any one school should be built in terms of abilities of its staff personnel and available resources. Further, the organizational machinery is simply a means to an end and, except in the very large school, should be kept quite elementary. And, while the conscientious principal will never rationalize a warning to move slowly, he should mix patience with zeal in organizing a program lest he be suspected of plotting a high pressure propaganda machine.

In a more positive vein, the principal is responsible for organizing a program designed to achieve certain definite objectives: (1) development of a two-way process of information between the school and its community, (2) active participation of the entire school staff—teaching and non-teaching—in public relations efforts, (3) clear-cut definition and delegation of duties necessary to the operation of an effective program, and (4) constructive involvement of parents, lay leaders, and community organizations in helping to plan and execute the program.

These objectives, except in the case of the very small school, might best be achieved through the committee system. It is probably the best way to involve a large number of teachers and non-teaching personnel. In addition to a central planning committee, there might be other committees, planning and operational, to deal with specific phases of the program. Moreover, the committee system could be extended into the community by creating parent and lay advisory committees or joint teacher-lay committees. This is likely to be the best means for making public relations a two-way process, a process for relating to the public in addition to informing the public. Unfortunately, the public relations programs of some schools are only publicity programs consisting of informational activities: news stories, printed materials, speakers, and, perhaps, radio and television programs. If there are to be satisfactory public relations results, such activities, while important, must be combined with interactive techniques aimed at involving citizens in the work of the school and the solution of its problems.

Besides establishing organizational machinery intended to secure the mechanical participation of staff and community in the public relations program, the principal has responsibilities for working *with* the staff and *with* the community if he is to win their active and earnest participation.

In working with the staff, the principal is responsible for: (1) designing in-service training which will develop understanding of the needs for public relations—a responsibility that must link together the values likely to accrue to school and staff, organizational machinery, responsibilities of each staff member, media and techniques that can be employed, and the nature of the community; (2) involving all staff members in public relations activities, including the frequently overlooked non-teaching personnel; (3) encouraging constructive staff associations with pupils, parents, and community; and (4) promoting good staff morale, the significance of which was touched upon earlier.

In working with the community, the principal is responsible for: (1) conducting a continuous survey of its needs and attitudes, (2) keeping the people regularly informed, (3) maintaining formal contacts, (4) sustaining close parent relations, (5) preventing and adjusting conflicts, (6) enlisting the assistance and cooperation of lay leaders and organizations, (7) initiating and supervising school services for the community, (8) operating an effective and gracious school office, and (9) building constructive relations with the press and other mass media.

Because the implementation of all these responsibilities for an effective public relations program requires money, time, and other resources, the principal has the further responsibility for securing these necessary supports. Here he may be limited by some, or even complete, lack of assistance from the central office or the board of education, for many board members are apparently reluctant to spend money for school public relations even though willing to spend considerable sums for public relations in their own business enterprises. In such circumstances, the skillful principal can still improvise and, to some extent, overcome obstacles that would encourage a less interested principal to rationalize a do-nothing attitude.

Finally, the principal has a responsibility for evaluating the public relations program. Like any evaluative process, it should be continuous and approached in terms of the objectives established for the program. More particularly, it should determine the value of the various media and techniques employed and the accomplishments of the agents involved, including the principal himself. Any program that has goals is worth evaluating.

As suggested in the opening remarks of this discussion, a school cannot avoid public relations. But its public relations can be immeasurably improved by the school which squarely faces the needs for a public relations program and, then, develops an organized program designed to meet these needs.

How Does Your School Score?

PUBLIC RELATIONS TARGETS

Our School, as it operates today, "Helps/Hinders" this purpose		
Helps	*Hinders*	TWELVE PURPOSES FOR A COMPREHENSIVE PUBLIC RELATIONS PROGRAM
________	________	1. To assure a good and appropriate education for the youth of the community.
________	________	2. To supply full and accurate information on school objectives, programs, services, problems, and needs.
________	________	3. To stimulate the people to assume a partnership of responsibility for the quality and kind of education which the school offers.
________	________	4. To involve citizens in the activities of the school.
________	________	5. To develop the interest, understanding, and confidence of the people.
________	________	6. To foster a type of public opinion and expectation which approves change and progress in education.
________	________	7. To secure adequate financial support.
________	________	8. To promote respect and enthusiasm for teachers.
________	________	9. To maintain parent interest that is typical of the elementary school.
________	________	10. To channel constructively the demands of pressure groups.
________	________	11. To establish and maintain cooperative relations and mutual understanding with elementary schools and institutions of higher education.
________	________	12. To maintain good internal staff relations.

Principles of Communication for Principals

GORDON McCLOSKEY

WE EDUCATORS, and most citizens, subscribe to some articles of faith. We believe that high quality education is of great value to individuals and to society. We believe that in this last half of the technological 20th century, opportunities for youth to enter modern occupations and for our country's prosperity and progress depend more than ever on high-quality schooling. Along with Kenneth Galbraith, we believe that our "Affluent Society" has unprecedented capacity, and needs to provide larger numbers of youth with larger amounts of better education. Facts about economic and social trends support these beliefs.

We also believe that, in a free society, citizens are entitled to information which enables them intelligently to determine policies governing the kinds and amounts of education they shall provide for youth. We believe that professionally trained teachers and school administrators have an obligation to acquaint citizens with facts and concepts that will help them conceive and support policies that will be of most benefit to their children, our nation, and our interdependent world.

We are aware that it is a complicated matter to exchange viewpoints about education with busy citizens who have many other interests and needs. Education is in constant competition with thousands of other services and products for public interest and funds. We know that in the future this competition surely will grow more intense. While educational needs expand, increasingly rapid technological development will also create a multitude of other products, services, and problems; and highly skilled public relations, sales, advertising, press, and broadcasting personnel will use modern communication technology to focus public interest on those matters.

We favor economic and cultural progress on all fronts because it enriches living and increases our capacity to support good schools. In a world of changing and competitive interests, however, we cannot assume that educational values and needs of education will be self-evident to citizens. Instead, experience indicates we must assume that adequate public interest and funds will be allocated to schools only if we develop and utilize communication processes, which will keep reasonable amounts of informed public attention focused on education.

Dr. McCloskey is a Professor in the School of Education, Washington State University, Pullman, Washington, and author of *Education and Public Understanding*.

Let's take a look at communication processes. This review will help us converse with individuals and groups, write letters and bulletins, and work with press and broadcasting personnel. It will help us make effective communication plans and avoid costly mistakes.

We can conceive of communication as a means of establishing a "commonness" with another person or group by sharing facts, ideas, or viewpoints. Effective communication helps people develop genuine *understandings* and mutually agreeable *working relationships*—and that's what is needed to help both educators and other citizens play their essential roles in providing high-quality schools.

How the Communication Process Works

Wilbur Schramm has devised a model that provides a general idea of communication processes and how they work. Here is an adaptation of Schramm's model.

A Source →	"Encodes" A Message →	And Tries To "Transmit" It →	To "Receivers" ← Who Try To Decode It	And Respond
You have facts or ideas you want others to understand	You select words, gestures or pictures to prepare a "message" you hope others will notice and understand	You try to convey your "message" by means of conversations, discussions, letters, bulletins, newspapers, magazines, television, radio	Those who notice your message interpret it in a framework of their interests, attitudes, and group relationships	They may decide to think about your message to discuss it with you, to support your idea, to oppose it, or to do nothing about it

Schramm and many others stress the fact that, to create real understanding and joint effort, communication must be a two-way process. Someone, perhaps you, the principal, states facts or opportunities or problems to be considered. Then everyone involved speaks; everyone listens; and everyone thinks, interprets, analyzes, and trades ideas about the meaning and consequences of the facts and ideas being discussed.

Communication Is a Two-Way Street

You can see that this *two-way* concept is quite different from the rather common one-way concept of some one person or group "telling" or "selling" others who are given no opportunity to express opinions, or exchange viewpoints. All of the experience and research we have shows that the two-way process creates the most understanding, the most

mutuality of interest, and the most cooperative action. That is because two-way communication gives people an opportunity to *participate* and *identify* themselves with the subjects they discuss and with each other. It provides what communicators call "feed-back." The person or group with whom you communicate asks questions and expresses opinions which indicate how well, or poorly, you have conveyed the meanings that you intended. This gives you insight into the background and thought processes of your audience. Then, with discussion, you have an opportunity to clarify misunderstandings. Your audience has similar opportunity. The results are more genuinely mutual feelings and agreements.

There are, of course, limits to our opportunity for two-way communication. Neither principals nor teachers have sufficient time or energy to discuss, personally, all details of school matters with each other or with all pupils, parents, or elderly taxpayers. For that reason they must depend partly on letters, bulletins, news releases, television-radio broadcasts, posters, and displays to maintain some contact with those they seldom or never meet.

Experience indicates the need for making both two-way and one-way communication as effective as possible. Doing so involves careful application of some tested principles.

Principles of Encoding Messages

Decide what matters are most important as subjects of communication. What opportunities or problems most urgently call for joint understanding by, let us say, yourself, teachers, pupils, parents, other citizens? Direct your major communication efforts to those matters. At best, the time and energy a principal or teacher can devote to communication is limited. Careful consideration of what matters are most important and urgent will help make effective use of communication energies and resources.

Carefully decide what facts and ideas will contribute most to common understanding. Think about which facts and ideas will best help others understand educational values, services, problems, or needs. Make an outline of the major and minor points you think should be included in the messages you plan to communicate. This is vital. A message which conveys disjointed or irrelevant facts may be useless, even detrimental. It may clarify nothing; it may generate misunderstanding and confusion.

"Encode" your message with words and pictures that will be noticed, arouse interest, inform, and evoke constructive action. Edgar Dale has summarized a mass of research into four principles of effective encoding. He says, "*First*, you must get the attention of the listener, the viewer, the reader. You must get him to tune in with the program, come to hear your speech or discussion, pick up your book or article or pamphlet.

"*Second*, you must prepare your materials in such a way that they are clear and precise. The reader or listener must know what you are talking about, must understand you.

"*Third*, the reader or listener or viewer must believe what you say. It is likely that many messages fail at this point. The readers and listeners may be skeptical of what they hear or read or see. They may read, understand, but not believe. They may judge the material as inappropriate, inadequate, or unsound. If so, communication breaks off at this point.

"*Fourth*, the person communicated to must act. This action need not be overt. It may be a kind of acceptance of the message, a commitment to what has been said."

Now let's look at some ways we can apply Edgar Dale's principles when you prepare a discussion guide, speech, publication, or TV show.

First, involve as many people as you reasonably can in thinking through the facts and ideas to be communicated. This participation will increase their understanding of the facts, and stimulate their interest in helping you transmit the message. It will also give you valuable clues about what ideas, words, and pictures are necessary to make your intended meaning clear to others.

Ask the faculty to help decide what facts and ideas will contribute most to public understanding of the services your school renders and the problems confronting it. Invite parents and other citizens to serve as study groups to consider facts and problems you and they consider important. Together, try to reach agreement on what problems and facts are most important.

Next, carefully select words and pictures which will convey your facts and ideas to others, and arouse their interest and a desire to act constructively.

Select ideas, words, and pictures which offer receivers a reward for their attention and interest. For example, messages about pupils' accomplishments, achievements, and successes show parents and grandparents that they are getting value for the interest and money they allocate to schools. They have reason to respond favorably to such messages. On the other hand, people are likely to avoid or reject messages about difficulties or unpleasant problems. Psychologically speaking, messages about pupils' failures or inadequacies are punishments which imply that schools are unsatisfactory and not worth past or future effort.

All sincere principals and teachers are concerned to know that few pupils achieve as much as it is possible for them to achieve. All wish to help them achieve more. But, after limitations are honestly considered, the achievements of most pupils are substantial. We should do more to make that fact clear. Messages about pupils' inadequacies will be best understood and most likely to stimulate constructive response if they are worded to show that pupils have made valuable progress and that still greater progress is possible.

A steady flow of messages about pupil achievements demonstrates that schools are worth public interest and funds, and encourages people to continue support. Likewise, messages about needs for more funds to

provide better schools can be worded to show that receivers can obtain still greater rewards—more opportunity for more pupils to achieve still larger successes. This last point is frequently overlooked. Obviously, requests for higher taxes in themselves are *punishment* messages which people would like to avoid or reject. We can make them more acceptable by clearly showing the *rewards* that can be forthcoming.

Avoid messages which imply a threat. Occasionally threats evoke constructive action, but more frequently they arouse hostility and resentment and fear of consequences. Almost always they make people defensive and narrow their interest. As Arthur W. Combs has pointed out, "Perception is seriously affected by the experience of a threat. . . . When a person feels threatened, his field of perception is reduced to the object of the threat—and the individual seeks to defend his existing self-organization."

In general, messages that imply reward evoke affirmative and expansive response; those that imply punishment or threat evoke negative or restrictive response.

Personalize your messages. Research and experience show that people are interested in people. Most of your message receivers are much more interested in people than inanimate things or abstractions. They are more interested in "boys" and "girls" and "teachers," than in "schools" or "education." This is normal and reasonable. After all, the only reason for interest in schools is that they benefit people.

You can personalize your messages by using words and pictures that denote people. Use the names of pupils, teachers, visitors, board members. Use plenty of personal nouns and pronouns—boys, girls, children, youth, parents, teachers, him, her, he, she, his, hers. Scatter such nouns and pronouns throughout your conversation and writing. For publications, news stories, posters, and TV shows, use pictures of people.

Make your message easy to understand. Remember, most people have many interests and problems. They are busy with a multitude of routine chores. Even responding to messages takes time and energy. Each day, television, newspapers, magazines, and bill boards bombard people with so many appeals that they cannot possibly respond to all of them. In self defense, people must ignore or reject most of the messages beamed at them by our prolific communication media. And they must view and listen rapidly so as to decide which of thousands of daily messages they consider important and unimportant.

Maybe citizens should want to put large amounts of effort into understanding our messages about a matter so important as schools, but few are likely to do so. Most people are likely to notice and respond to messages which easily and quickly indicate a reward for their attention.

Use words which are familiar to your audience. We are familiar with the principle, "Start where the pupil is." With similar logic, a communicator can best introduce an idea with words his audience understands. Certainly, neither an individual nor a group can get mean-

ing from unfamiliar words. Terms such as "articulation," "social adjustment," and "homogeneous grouping" are unlikely to convey precise meanings to people who have not studied those concepts. "But," you say, "I want to convey new facts, new ideas, and viewpoints that people do not now have." Of course you do, and you can do that best by starting where people are and using familiar words to explain new strange ones.

Use easily understood sentences. Research and experience indicate that short, direct, active sentences usually are best. Of course, sentence length should be sufficiently varied to avoid choppiness. But short sentences are more easily understood than long ones. Long sentences are hard to comprehend because it is difficult for readers or listeners to combine and relate the meanings of many phrases and clauses.

Direct sentences, those that begin with the subject, are more easily understood than indirect ones. The reason is clear. Immediate presentation of the subject tells the reader or listener what the sentence is about. Indirect, or periodic sentences are more difficult to understand because neither the subject nor the action to which introductory clauses or phrases are related is known until the sentence is completed.

When writing, use easily understood paragraphs. Start each paragraph with a carefully worded topic sentence. This tells your reader what the paragraph is about and gives him a framework in which to interpret the sentences that follow.

Avoid long paragraphs. They are difficult to read because they require readers to relate many items to one topic sentence. In most cases the meanings of long paragraphs can more clearly be presented in two or three shorter ones.

After you have done this, *test your copy.* Check it with others—perhaps with a civic leader and a hard-boiled editor. With those people, try to look at your message through the eyes of your audience. Ask, "Will the words or pictures I am using interest the persons with whom I wish to communicate? Will they give this message their attention? Will the words and pictures I'm using have meaning to them and encourage them to make a constructive response? What other words or pictures would be more effective? Ask for suggestions. Rewrite and retest.

Principles of Transmitting Messages

After a message has been well encoded, the task of transmitting it remains. As we have noted, competition for public attention is intense. Many well-prepared speeches reach only small audiences; many excellent publications are read by only a few people. To transmit messages to the largest possible number of receivers, we need to consider *use of all communication media*—conversations with individuals, discussions and speeches for organizations, newspapers, TV, displays, demonstrations, school publications.

Let's take an example. Suppose you, your staff, and a citizens' study group carefully encode messages which will help your community understand pupils' accomplishments and school services that would help pupils accomplish more. You still have the job of getting those messages to people. That will require planning and sustained work. You can all plan to speak those messages to individuals as you happen to meet them. You can make special arrangements to discuss the facts with some particularly influential persons. You can make systematic arrangements to present your pictures and discussion guides to many informal groups and to civic organizations. With editors and reporters, you can plan a series of news and feature stories and pictures. You can make similar plans with TV and radio station personnel. You can plan to use part of the space in your school publications to transmit your messages. You can show many accomplishments by means of displays and demonstrations.

All of this may appear to be a lot of repetitive and monotonous work. If so, remember that only a small fraction of citizens hear any one discussion or speech. Relatively few people read any one news story or school publication. Only a small percentage of voters tune in on any one TV or radio show. And all of those who do, also hear and see so many other messages each day and week that they are likely to forget yours.

Remind yourself that *repetition of important messages* is a basic communication principle. If you want large numbers of citizens to become aware of your pupils' accomplishments and means of increasing their achievements, plan to get the facts repeated and discussed as often as possible. In that way only can you get them to the attention and memories of many people. The messages will become "old hat" to you and to the teachers. You will grow weary of repeating them. But even after they have been repeated many times by many means by many people in many places, most people will have become only slightly aware of them.

Ask recognized leaders to help you transmit messages. Most people respond best to messages transmitted by a *creditable source*. Citizens who voted for your school board members have confidence in them. Organiaztion members respect the officer they elect. Every community has some citizens who are recognized as civic and cultural leaders. Discuss school facts and needs with such people and ask them to help you transmit messages which will enable others to understand good schools.

Arrange for community leaders to speak and conduct discussions at civic and social organization meetings. If you do not overburden them, they will appreciate the respect and confidence your requests imply.

With reasonable amounts of planning and effort, you can encode and transmit messages successfully.

The Message To Be Communicated

The foundation of a public relations program is a general public understanding of the role of the American high school in our democracy.

GEORGE E. MILLS

WE, AS citizens of our United States, individually and collectively appear to falter and at times evidence an insecure faith in our democratic institutions when faced with the reality and gravity of our position in the world today. Perhaps some of the responsibility for this insecurity lies with those of us who have not clearly and continually defined and re-defined the purposes of our basic democratic institutions. There is little argument on the premise—established by our forefathers—that an educated citizenry is essential to a thriving democracy. It may be that, for too long a time, we have been concerned about this unique American institution of free public schools only when additional operating or capital outlay funds have been necessary. There is abundant evidence that the near hysteria over secondary education in recent months reveals a lack of understanding and knowledge of our secondary schools on the part of the general public.

Henry Steele Commanger has said, "No other institution has served the American public as well as the free public schools." Certainly much of the achievement of our American democratic society can be credited to the public schools. At this time, when we are seeking to re-define our American values and institutions, we should ask ourselves one simple question: Where else on the face of the earth has the achievement level of a nation reached such a peak as in the United States? And this peak achievement has been combined with the preservation of our basic freedoms!

Certainly no realistic, and accurately thinking, citizen can deny the fact that the American public school system has played a significant role in the dynamic thrust of our American democratic development. It is also essential that the community understands the necessity for its contribution to continued development.

Mr. Mills is Superintendent of the Saginaw Township Community Schools in Michigan and is the former Assistant Superintendent of Secondary Schools in Dearborn, Michigan.

This article will not attempt to set forth *the what* that should be communicated to the citizens of a community about their high school. Rather it will indicate *areas of concern* in which school personnel should reach basic understandings and then, working with community groups, establish community understanding and acceptance.

Define Role of the High School in a Democracy

The first of these areas is a clear definition of the role of the American public school system in our American democracy. This need is highlighted by conflicts in ideology as to whom should be educated in these times and to what degree.

As our industrialized society becomes more and more complex, with the ever-expanding frontiers of science and technology and the resulting complexities of the human relationships involved, each community must understand the role the free public school must play if our democracy is to remain dynamic.

Literature, both public and professional, is filled with discussions of the role of the high school in today's society. One of the fundamental documents that should be carefully reviewed is the Harvard Report, *General Education in a Free Society*. Statements released by the Educational Policies Commission, The American Association of School Administrators, the Association for Supervision and Curriculum Development, the Department of Elementary-School Principals, the Rockefeller Foundation, the National Association of Secondary-School Principals, as well as many others, also deserve consideration. Out of this matrix of statements and ideology ,the local high-school staffs can arrive at a clear understanding of the role of the American high school now and in the future.

Define Purposes of the High School

The definition of the role automatically yields purposes of the American high school today. Each school staff and its community must determine the overarching purposes of its educational program. For example, one school system has determined the following four purposes:

1. To develop a system of values for citizenship in our democratic society.
2. To develop the ability to think clearly and objectively.
3. To develop mature, self-actuating individuals who are competent, self-sufficient, cooperative, and who are able to find more satisfaction in giving than in receiving.
4. To develop the innate creativity, possessed by each individual, to the fullest extent possible.

Such overarching purposes must then be re-examined in terms of more specific purposes. Such purposes in general may well be rooted in terms of a given community's values or in the *Ten Imperative Needs* as stated by the Educational Policies Commission. While statements of generalized purposes are also abundant in the literature, each school staff in

the community should develop a thorough understanding and acceptance of its own purposes.

Aim for Understanding of the Educational Program

It is equally important that each school staff and the community reach agreement on the basic education program sometimes called the general education program or the required courses program. The concepts of a basic or general education program for students is a firmly rooted concept in the minds of the professional educators. Unfortunately, it is confusing to the average member of the community. The purposes of the general education program and its content will follow naturally the definition of role and establishment of overarching and general purposes.

Parallel to the general education program is the specialized education program, more familiarly known as the elective program. This is the program that enables the individual to pursue his unique personal objectives, interests, and abilities. Both these programs can take many different patterns. Whatever the patterns, they should be developed, understood, and accepted by the school staff and community. Together they constitute the concept of the comprehensive high school.

In addition to these more general concerns, a school staff should be ready to share with the community it serves the special purposes and contents of a given program; *e.g.*, language arts, social studies, mathematics. While the staff should zealously safeguard their professional right of how the objectives of the total program and a given aspect of the program are to be achieved, they must be articulate in the presentation of any part of the program as a part of the total Gestalt of the high-school experience.

Report Student and Total High-School Achievement

Such determination and understanding and acceptance as has been dealt with thus far provides the only fundamentally sound premise by which student achievement can be measured and interpreted to a community. The community needs to know, and they have the right to know, how well the high school is achieving. Not alone does this involve the routine achievement testing program, but reports on the various national examination programs, scholarship awards, individual honors, sociometric and attitudinal evaluations. The frontiers of evaluation of the total educative experience are just now being explored. Individual school staffs should examine creatively and be courageous in exploring what is actually happening to students and in reporting such developments to the community.

Closely allied with the above concept is the responsibility of a school staff to keep abreast of and to understand to the best of their ability current sociological phenomena at the local, state, national, and international levels. These phenomena must be related to their impact on

youth—their needs, their interests, their fears, their aspirations, and problems. This difficult and complex matrix needs constant definition and interpretation to a community if the American high school is to discharge its unique function successfully.

When a school staff has thoughtfully and comprehensively examined the areas of concern that have been mentioned, and then, with the community through the many techniques discussed in the remaining presentations in this issue of The Bulletin, has developed understanding, agreement and acceptance of these fundamental concerns, the school-community relations will reach a new dimension that will enable our democratic society to explore fully the only resource left us in our struggle for survival in a free world, *the quality of its citizens.*

SUGGESTED SCHOOL-COMMUNITY PROJECTS

MANY HIGH SCHOOLS are assuming effectively the responsibilities of acquainting students with the unique job opportunities in their own communities through cooperative projects with local business and industry.

Business-Industry-Education days have become a popular way to acquaint the teachers and counselors with the operation of local business. The instructors relay information and insights they have received to the students. There is now another step emerging that reinforces, through the printed word, the firsthand observations of teachers: carefully prepared handbooks on job opportunities.

The larger cities are particularly in need of written material because industrial and business opportunities are usually too diversified to be easily visible to young students.

Pittsburgh (Pa.) has produced *Work Opportunities in Greater Pittsburgh*, a 100-page handbook to help students, parents, counselors, and teachers understand local job opportunities. The first press run was paid for by the Rotary Club of Pittsburgh, and the Chamber of Commerce paid for the second printing.

Denver (Colo.) has a two-part manual on its business and industry—each part covering a different section of the city. It describes "the area in which you live, what labor is, things made in Denver, job opportunities, and things industry expects of you."

Battle Creek (Mich.) has individual four-page folders, each dealing with a different industry in the community. These are published periodically for use in social studies and economics classes and as an occupations guidance tool.

Feeling the Community Pulse

Adequate information about the community is essential if the school is to serve community needs. It is the basis for a sound school-community relations program.

WESLEY E. ERBE

EDUCATION in the United States, from a legal point of view, is a function of the several states. As a result of delegated powers by the Federal government, of state statutes, and of legal decisions of the states, the power and the right to operate and maintain our public schools has been given to the local communities. The school, however, is but one of the many educational agencies in any community. These related groups which are exerting a tremendous influence on the lives of community members should be recognized and known by those responsible for planning the educational programs of our high schools.

To be certain that the school serves the community and does not duplicate the educational experiences of its youth, the school staff must know not only the community in which the youth live, but also the people who are to be educated. Unless our schools develop their programs to meet community and youth needs, there will be demands for special institutions sensitive to the needs and demands of our people and our communities. The effective school of our nation should grow out of the soil of educational, social, and cultural needs of our communities. Just as the teacher probes to find what the individual student knows and understands of the subject matter to be taught, so will the high-school staff study the students of the school and their community background to determine the general outline of the educational program.

Securing Facts About the Community

The administration of any high school seeking facts about the community would need to know what information had been gathered at an earlier date, such as previous surveys, information available from the Chamber of Commerce, the Federal census data, public utility information, and pertinent information available from other agencies. Much valuable material can be obtained by students, particularly when a class in civics undertakes a local study project as part of their class work.

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Our community surveys conducted by subject-field classes particularly developed potentialities for uncovering both community educational facilities and social backgrounds of pupils. Each subject uncovered information suited to its peculiar needs. The fine arts classes began to discover opportunities for pupils to participate in music and art activities of the community and to enjoy appreciation of community manifestations of music and art as these were evidenced in community life. Our English classes probed the opportunities of the community for recreational reading, amateur theatricals, wholesome motion pictures, radio programs, and the like. Likewise, our commercial classes surveyed the commercial life of the community; the industrial arts, the industries; the social studies classes, the housing; the science groups, the sanitation facilities; and the physical education classes, the possibilities of participation in athletic sports and games for pupils. The value of such data for classroom implementation of effective living of the pupils was incalculable.[1]

The information that is currently available and the size and structure of the community will have some effect upon the activity of school personnel in securing pertinent data for educational purposes. The high school needs to know and take into account the effect on its youth of such significant facts as would be contained in the following material.

A. Population Factors
   1. National origin and racial make up of all people
   2. Growth pattern of the community
   3. Occupational information
   4. Occupational intentions of youth groups
   5. Mobility of population
   6. Educational status of population
   7. Number of children in public and private schools
   8. Health and safety factors

B. Institutions of the Community
   1. Schools, public and private, including colleges and universities
   2. Church groups and their moral and spiritual interests and support
   3. Youth agencies and facilities for public recreation

C. Social Structure
   1. Groups growing out of economic status
   2. Degree of group cooperation
   3. Minority groups

D. Power Structure
   1. Leadership groups
   2. Individual leaders
   3. Formation of public opinion
   4. Effect of television, radio, and newspapers on the community

E. Physical community
   1. Housing areas
   2. Industrial areas
   3. Zoning restrictions
   4. Blighted areas

[1] Paul R. Pierce. Developing a High-School Curriculum. New York: American Book Company, 1942. pp. 188-189.

This information about the community is essential if the school is to serve the community needs. Different social climates, occasioned by variations in occupation, income, possessions, and other factors which determine class status, produce individual demands so far as the education of children is concerned. Collecting information about the community and the people and securing insights into the problems of youth are long-time jobs requiring much work and cooperation between school and community. It must be borne in mind at all times that this job is never finished; changing times make it necessary that the information be kept current and up to date. When information has been collected, it should be used in developing a better educational program and better community relationship—not filed away for future reference and to collect dust.

In our quest for information at the local level, it is important to remember that we live in that larger community, the state, the nation, and the world; thus we must not neglect the events and changes of the big picture. Examples of this type of problem, some of which we were slow to recognize, may be illustrated by such events of the past ten years as the population explosion, the emphasis on science, and the space age—all of which have had great influence on the program of secondary education.

In addition to information concerning the community and the people, we need to turn to the product of our schools, looking both at the graduates and the school-leavers who do not graduate. To work in a community and to understand educational problems, the high-school administrator would keep records of these students who dropped out of school to learn what jobs or occupations they were pursuing and why they had not finished school. The graduates of any high school constitute a valuable source of information as to their continued education and its success or failure, and their occupation at a time following the completion of formal schooling. These data will be of value in assessing school holding power. The attitude of graduates toward the school will provide valuable material for curricular study as well as the establishment of sound school-community relations.

As educators, we believe that, in teaching, we learn about the people whom we are to teach. It is through understanding of students and student problems, the study of records and achievements, that we become better able to deal with the problems of our students. It is also logical that, by better understanding and knowledge of our community and its people, we serve best and provide the most effective educational program. One of our finest sources of public relations exists in our student body. It is through properly educated boys and girls returning to their homes that we achieve good public understanding and desirable public relations for the school program.

The study of the school, the community and its population, and the high-school graduates provides the administration with basic information

needed for the improvement of education. This infers that cooperative planning concerning the school is to follow this work. Cooperative educational planning, properly directed by the school administrator, is one of the most direct avenues of good public relations. Planning implies that we have properly evaluated what is going on at the present time and are thinking ahead to what is to happen in the future, based on sound information concerning the people to be served. One word of caution needs to be inserted at this point regarding the basic philosophy of a school and the assurance by the planners that we may alter our philosophy if this change results in better education.

Areas of Work and Limitations

It is important when groups work together that all are aware of the task to be done and the area in which each group is to work. Much confusion may result if cooperating groups seek different goals and no limitations or ground rules have been established prior to the beginning of the assignment. Areas of service selected for inclusion in the program should be chosen on the basis of need and should be enlarged or diminished as work is completed.

As a program proceeds, there are several essentials which should be kept in mind to give vitality and direction to the work. The cooperative planning of school projects is often approached with mixed feelings. Individuals and groups may be associated for the first time in this type of project and the approach may need to be that of child welfare. Some groups will have special interests to be satisfied and not the larger goal of the community. When group planning is a realization of the necessity for common understanding of the work to be accomplished and an indication of the willingness to accept the procedures necessary to achieve good goals, then the first step toward success has been accomplished.

> The democratic problem in education is not primarily a problem of training children; it is a problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of the age. A school cannot produce this result; nothing but a community can do so.[2]

This writer does not desire being branded as one who would surrender the educational program to the community; however, I do see developing a sound relationship in the field of education between the school and the community without placing unusual stress upon the community school idea. As long as schools are controlled by the local community and if we want to develop real community understanding and support, it becomes our task to know the community and for the community to know the school and have lines of communication open both ways. As communities change, we may need to re-examine the degree of com-

[2] Joseph K. Hart. The Discovery of Intelligence. New York: Appleton Century Crofts, Inc. 1924. p. 383.

munity emphasis for modification of support; however, this will vary with the community.

The basic reason for developing a good public relations program should be to speed up the rate at which a school can advance from its present level toward being a better school. The best education for the young citizen is the goal of every person and it seems logical that the most desirable way of achieving this is through better understanding of youth needs and the problems to be faced in the years ahead by the American citizen.

Summary

In following a program of community understanding as outlined in this article for the formulation of sound educational goals and an effective public relations program we would hope to achieve the following results:

1. Complete familiarity of the community and community needs by school personnel.
2. A more effective education program for boys and girls.
3. A functional public relations program resulting from school-community cooperation.
4. Improvement in community life as a result of improved education.

A NEWSPAPER IN Santa Monica (Calif.) feels its responsibilities for education much more keenly after working with the school staff to prepare a teacher's study guide about the use of newspapers as a teaching aid. The handbook helps the teachers use the newspaper as a living textbook, one that can be used to update subject matter in many courses of instruction.

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JUNIOR MERCHANT'S DAY in the village of Sufferin (N. Y.) honors students employed as part-time workers under the high school's distributive education program.

The event is advertised. The students' pictures appear in the local newspapers, and many business firms "promote" the students to more responsible jobs for the special day. Students wear special identification buttons and have an opportunity to answer adult questions about their work program and course of studies.

Part Two

THE PEOPLE IN PUBLIC RELATIONS

The teacher, the principal, the custodian, and the secretary; the student, the parent, the businessman, and the laborer . . . all have a role in how the school relates to its community. Include them all in your public relations program.

THE PRINCIPAL—Public Relations Leader

ROBERT KLAVANO

THERE are a few truths in the writer's experience as a high-school principal which were found to be self-evident and which determine the effectiveness of the principal's leadership. These basic considerations relate to the principalship in a school of 1,400 students, but they can apply to a school of any size.

The school administrator has two important public relations responsibilities: (1) to demand teaching excellence and (2) to use media to tell the story. The principal and his staff should consider spending serious thought and time in both areas.

Relationship with Students and Faculty

There is the well-known expression, "As the principal goes, so goes the school." This expression could very easily be applied to the leadership role of the secondary-school principal in public relations.

Educational philosophy and the principal's own personality have much to do in setting the tone of leadership. The principal who approaches problems positively is in the proper perspective, public relationswise. Having faith in people and respecting a staff and students have much to do with setting the stage in public relations.

To be effective in public relations leadership, the principal should be in a favorable relationship with his staff and students. The principal who can genuinely feel the interests and recognize the problems of both

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the students and teachers finds communication between staff and students most effective.

Perhaps it would be wise for the busy principal to pause and ponder on the relative importance of his responsibilities. Some principals spend too much time behind their desks. Certainly desk work is important and necessary, but it is difficult to find the interests of teachers and students unless the principal circulates around the building. Many principals find it important to spend time in the halls or mixing areas talking to students. It seems wise also to visit classes and show an interest in what teachers and students are doing. The office should always be open to students and teachers. One principal developed rapport with some of the so-called problem boys by visiting the auto-mechanics class and sharing their interests in motors and cars. In all schools, athletes are recognized leaders. It could pay dividends to let them know of your interest in them by attending their practices occasionally and visiting with players, coaches, and parents.

Student council and extracurricular activities are of vital importance in a good public relations program. Weighed down by many duties and responsibilities, principals find it difficult to participate in these important functions. Principals who do find the time and intelligently approach the leadership role in these areas find it pays dividends in good student attitudes.

A wise principal will include teachers, students, and the community in the educational leadership required for the school's development. Having faith in people and the ability to delegate responsibility are necessary parts of this process. To involve people in curriculum development and problem solving is a slower process than that which is used in a principal-and-teacher-dominated school, but the final product is usually a happier and more lasting one. There are often situations that develop in which the principal is required to make the decision. A principal who is known to be consistent and fair in his decisions will usually have the respect of teachers, students, and parents.

The most important key to a public relations program is a good staff of teachers. Public confidence in the school depends fundamentally upon the quality of classroom education. Warmth and understanding emanating from a teacher creates an atmosphere in which the full potentialities of youth can blossom. Classrooms should radiate warmth and friendliness in which human personality flourishes. Through the principal's wise leadership, this atmosphere is developed.

Parents are influenced by their children. The reactions children receive from their teachers will reach the home. If these reactions are positive, the public relations program will gain in stature.

Staff and professional meetings can be a pleasant and happy experience. In many schools all staff members participate either in the planning or discussion of these meetings. Decisions on problems and curriculum are made together. Such schools are not principal-dominated.

One can walk into many schools and sense a feeling of the warmth and happiness that exists there. This atmosphere doesn't just happen in a school; it is developed. It is easy to see that the principal of such a school has taken wise leadership through democratic procedures involving the whole school and community. We can assume that curriculum development and school problems are solved cooperatively. This school probably has a faculty organization that helps the principal solve major problems and a strong student council that has the backing and interest of the principal and his staff. This student council makes decisions that are meaningful because they have been guided tactfully.

In some schools, staff members may be hostile toward one another and have a misunderstanding of their areas of teaching. It has proved quite successful to provide a faculty lounge for relaxation and opportunities for the faculty to become better acquainted, not only with one another, but with their problems as well. Work areas that are comfortable and private can do much toward developing teacher morale. Teachers usually appreciate and respect a principal who has their welfare and comfort in mind.

Students and teachers should learn that the principal is a good listener who will be sympathetic to their problems. It may take a portion of the school day, but it will be of real value in public relations. The principal should be one of the most liked and respected persons in the school.

A school that is a student-centered school will be a happy school. It takes hard work from a sympathetic and understanding staff to meet the needs of all boys and girls. The principal, as the educational leader of the school, must recognize the needs of students and develop programs to meet these needs. When students and parents can see that the schools are treating their children as individuals and that the schools have a sincere interest in the needs of each child, confidence will be expressed by the community.

Relationship with the Community

To be accepted in the community as one who has the "common touch" and one who enjoys people is an asset in the leadership role of the principal. Belonging and taking responsibility in a service club, chamber of commerce, and a church, are experiences within the reach of most principals. To communicate continually with business and professional members of the community demonstrates a genuine interest in them and assures an awareness of the community's needs and desires.

It has often been said, "The little things are the things that count." The organization of a football game, as an example, is highly important. Patrons appreciate a pre-game ticket sale to avoid waiting at the gate. The orderly parking of cars and an orderly exit of cars after the game will cause a good reaction. The proper policing of the game, the behavior of students, good officials, a proper public address system, scoreboard and clock will give a good impression of leadership and organization.

It goes without saying, "Regardless of the job we do, let's do it well" could be applied to good public relations.

Today's secondary-school principal is expected to interpret the educational policies and directives of the superintendent and the board. A wise superintendent is one who meets regularly with his principals to explain policies, and the principal, in turn, must communicate with teachers, students, and parents. Lack of proper communication can do much to weaken any public relations program.

A principal who is unable to sense what is wanted in a good school program by the patrons of his community may face a difficult time. There are various methods used by principals to obtain community response. The scheduled parent-teacher conference is a splendid method of communication. It is the principal's responsibility to prepare teachers for this important function. Open house, teas, home-room conferences, PTA, and appointments with teachers or counselors are some of the many techniques that can be used.

Many principals complain of the lack of parent interest in PTA on the high-school level. There are some very active PTA groups in high schools. Regardless of the problems that may exist, it is of extreme importance for the school to be associated with some form of parent organization on the high-school level. Some schools operate with what might be called a "Parent Council." This is composed of elected representative parents from each home room. They meet with the principal each month to discuss curriculum and other topics of common interest. All parents may be invited, but the elected parents usually feel duty-bound to attend. It is of vital importance to a principal to have an advisory or "sounding board" group of representative parents to help him with his problems. The success of this type of organization depends on the leadership and the ability of the principal to share interrelationships between home and school.

The modern high school of today, if wisely administered, is the activity center for the community. School buildings represent a big investment; they should be used. The school's cooperation with the public and encouragement of proper use of the facilities can be helpful in better community understanding.

It is important for the principal to instruct his staff to receive all visitors to the school with extreme courtesy. Long periods of waiting should be avoided. Telephone courtesy can be improved in many schools. The principal should see that time is spent with clerks, secretaries, custodial staff, bus drivers, and other non-certificated employees to improve their effectiveness in human relations.

Certainly the methods used in reporting to parents have a tremendous effect on the public relations program. It would be time well spent to make a comprehensive study of report cards, poor work slips, good work slips, and other bulletins of information from our schools. It is important that written communications take place between the school and parents.

CHECK POINTS FOR PRINCIPALS

The final responsibility for planning and executing a long-range public relations program rests with the principal. These check points will help judge an existing program or initiate a new one.

1. In planning a public relations program are you careful to:
   - ________ a. Allot an equally adequate amount of time to planning and systemizing a long-range program as you do for the instructional program?
   - ________ b. Involve your staff in planning, preferably through a committee of teachers and non-teaching personnel?
   - ________ c. Tailor a program to meet your community's unique needs and characteristics instead of adopting some other school's program?
   - ________ d. Keep the plan simple, and on paper, so that it is easily understood and operable?
   - ________ e. Move slowly, not stirring up community and staff suspicion?
2. Do you indicate to your staff the importance you place on good school-community relations by:
   - ________ a. Your own attitude, actions, and time devoted to this area?
   - ________ b. Providing the time, materials, and facilities your staff needs to carry out their responsibilities?
   - ________ c. Assuming responsibilities for school-community relations that can best be handled through the high-school office?
   - ________ d. Developing school policies, rules, and procedures that promote good school-community relations?
3. In working with the staff do you assume responsibility for:
   - ________ a. A continuous inservice program for all employees which will increase the understanding of the need for public relations and develop the skills needed to fulfill these needs?
   - ________ b. Promoting staff morale?
   - ________ c. Encouraging constructive staff associations with pupils, parents, and community?
4. In working with the community do you:
   - ________ a. Conduct a continuous survey of its needs and attitudes?
   - ________ b. Keep the people regularly informed on all phases of the school program? Successes and problems?
   - ________ c. Provide channels for school-parent relations?
   - ________ d. Enlist the assistance and cooperation of lay leaders and organizations?
   - ________ e. Maintain regular contacts and flow of information with the local newspapers, radio, and TV stations?

However, it is of more importance that these communications are well prepared in form and purpose.

Wise principals have good relations with various forms of media. When this relationship exists, newsworthy educational items are welcomed and reporters seek information concerning the schools.

Without the support of such media as the newspaper, radio, and television, progress in any school public relations program will be hampered. Sports and other extracurricular activities usually receive good coverage by most forms of media, but it may be more difficult to report and receive coverage on what goes on in the classroom. During the past few years, however, more interest has been shown in schools by the various media and the general public. The principal has the major responsibility for leadership in this important activity.

It is highly important to select qualified personnel to do the job of reporting. Unless schools have talented writers employed to recognize and write the news of the schools, they are severely handicapped.

In all relationships of the school to the student, the faculty, community, and media, the principal must provide the leadership. He creates the environment, establishes the policies, provides the encouragement, and, through his own actions, shows the importance of a cooperative working relationship between school and community.

As the principal goes, so goes his school.

STUDENT HANDBOOKS ARE BIGGER AND BETTER

You can't play the game without a rule book. And students can't plan the best high-school program without a handbook.

An increasing number of high schools are preparing attractive, well-written, fully-explanatory guides for students and their parents. Some of the excellent ones include:

Inglewood High School, Inglewood, California. (Also has a separate handbook for parents.)

Fordson High School, Dearborn, Michigan.

John Jay High School, Salem, New York.

Waukesha High School, Waukesha, Wisconsin. (Primarily for freshmen and their parents to help plan the educational program.)

A trend to larger-sized booklets is welcome. Many schools plan the size to fit the students' two- or three-ring notebooks, rather than the less reliable hip pocket or purse.

Type faces are also getting bigger, but many are still too small for easy readability. The next big move in many areas may be toward handbooks more closely patterned after college catalogues.

THE SCHOOL STAFF—Each Member an Ambassador

ERNEST G. LAKE

"WHEN you have a question about the schools, whom do you ask for an answer?

The answer in a survey of one Michigan community was "a teacher." It did not matter if the question was about the high school and the teacher named taught in kindergarten. The same answer was given if the question concerned a budget which the teacher never saw or heard explained.

The teacher is a natural communicator of the schools to the community. Even if the teacher is a poorly informed communicator, he still holds this role. In most instances, the community is more aware of the teacher's role as unofficial representative of the schools than is the teacher.

The problems of school-community relationships can be reduced and objectives more speedily reached if teachers can see their unavoidable roles as important and influential representatives of their school system and of education in general.

Building teacher awareness of this responsibility in school-community relations needs a double-barrelled approach for maximum effectiveness: (1) through appropriate committees and (2) through recognition by each teacher of his role as an individual.

Staff Public Relations Committees

A central staff committee on public relations is one way to tackle the task of enlisting the special talents of all school staff members in special public relations projects. Similarly, public relations committees appointed in each organization serving professional and classified employees will add to the success of a public relations program for the entire school system.

Such a committee organization has the advantage of obtaining from each employee group special commitments for special jobs. Their public relations activities may be directed toward the program of an *Education Week* observance. They may arrange inservice programs, planned to teach all school personnel the fundamentals of good public relations. They may be the agency delegated to plan and provide the services of a speakers' bureau. Strong committee organization can oftentimes pre-

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vent the duplication of many activities. Purposes can become more clear, and attention to the more formal tasks of public relations more systematically covered.

Public Relations for the Individual

Though committees develop an awareness for group activities that build school-community relations, a school staff member's primary responsibility is to be well aware of the impact of his individual action, attitude, and guidance responsibilities in the area of public relations.

Teachers and all other employees should have an understanding of the following:

Persons Not Events Are Important. Teachers and all staff members should come to realize that, though the general public may be interested in school events and in school programs, their primary interest is in the person or persons involved in the school events. It may be a neighbor boy, or a son, or a nephew. Names in our newspapers, in our conversation, and in our letters make for human interest. All of us have experienced the rabid interest of the sports fan who says he loves to attend all the games because he knows every boy personally.

We also must learn of the importance of reporting to parents and to school patrons details of the activities of our school pupils and of our school staff, using individual names whenever possible. A successful school event will bring recognition to a school or to a school system and certainly will obtain a general impression of success. Recognition of the individual success of each participant through a by-line in the program or in the newspaper will make the success a personal matter to some parent and secure for the school even better public relations.

Good Public Service and Public Relations = Success. The most important ingredient of good public relations is good public service. No amount of simulated activity directed at achieving good public relations can take the place of satisfied patrons, made satisfied by a superior public service. Each school employee who discharges his duties with competency is meeting one of the principal demands of his role as a good public relations agent. In the decade ahead, the pursuit of excellence in education will be exemplified by successful achievement in academic attainment and increasingly will demand improved public educational services. One of the rewards of such improved public service will be better school-community relations.

Rendering good service alone is not sufficient. The public must also be informed about available services. Staff members need to urge citizens to take advantage of evening school programs. They should, in other instances, explain the special services offered for boys and girls who have physical and mental handicaps. Often the classroom teacher is the only contact parents have for information about these special services.

Good public relations *begins* with the first contact school patrons make with the school; usually this is with a school clerk in the office. A polite, pleasant, and helpful clerk often can make the difference between a favorable or an unfavorable first impression.

Good public service rendered by staff members who have a public relations point of view is a guarantee of success.

Good Publicity Is Not the Same as Showing Off. Teachers need to be encouraged to take pride in their work and to share their interests and successes with others by writing and talking about these projects.

School people are generally not given to over-indulgence in self-praise. In fact, one of the more difficult tasks of administrators is to persuade teachers to share their class successes by writing about their class projects. Many staff members postpone writing descriptive reports, apparently not realizing that one of the best sources of excellent publicity is the classroom activity of successful teachers. Teachers need to be encouraged to write. School systems which employ special personnel assigned to public information tasks find that they can give teachers assistance and confidence in their writing activities. Help in understanding the requirements of newspaper writing can be given teachers, and increased confidence will follow. Teachers often fail to realize how singularly different their classroom activity or method, which they have used for many years, can be to other teachers.

Unity in Interpretation of School Policy Is Important. One principal source of poor public relations in many schools is failure of school personnel to present to the public a unity in the interpretation of school policies. The board of education decides upon the policies which govern the district. Staff members have a responsibility to define and explain these policies to the general public without adding censorious remarks about the principal, superintendent, or board of education when they disagree. Responsibility for preserving the respect of the institution and for presenting unity in the interpretation of school policies is often easily discarded as contrary to academic freedom.

Fortunate is the school system which can decide policy matters through a free participation by all and accompany these decisions with unity in interpretation of same. The staff member who presents condemnatory remarks about existing policies too often sabotages our good public relations. There are so many divisive forces seeking to place school people in untenable positions that we should certainly all feel the challenge and the necessity of presenting to our public a unified position. Good public relations demand of our staff a unity in interpretation of adopted policies.

Face-to-Face Relations Are Best. The opinions of *all* the public affect our public relations position. The parents and citizens we meet personally or serve directly at any given moment are important in the effect that they have upon the portion of the public we may never see. Teachers

have intimate, daily contact with the youth of the school district. This face-to-face relationship with them can be an asset or a liability.

Careful praise, understandable explanations, and considerate attention to both student groups and individual pupil, plus tactful, constructive criticism of students' efforts will aid public relations.

Timidity, undue modesty, or sheer laziness in our face-to-face relations with students or with parents will harm our public relations and discourage faith in our work.

Similarly, public acceptance of our enterprise can often be adversely affected by the lack of good face-to-face relations between our clerical and janitorial staffs and the general public we serve. Courtesy and friendliness in the front office are often major steps toward a favorable opinion of our school program.

Extracurricular Activities Have a Tremendous Impact. The programs and special events sponsored as a part of our extracurricular offerings can have a tremendous effect for good if they are managed well and not over-emphasized. We need to be careful that athletics do not receive major attention to the exclusion of other important events.

Care should be taken in the preparation of printed programs and other publications that names are spelled correctly, that language structure is good, that all spelling is correct, and that grammar is proper. Staff members and teachers involved in the management of special affairs need to be sensitive and alert to proper physical arrangements. Over-heated rooms, under-heated rooms, poor acoustics, poor lighting, poor seating, poor stage arrangements, and poor production all contribute to poor public relations.

Dramatic and musical presentations which have not been judiciously selected, or similarly ill-chosen materials to be included in newspaper and magazine publications, may also result in adverse public reactions. Selection of materials subject to criticism for lack of moral content can be detrimental to good school-community relations.

The Written Word Helps To Shape the School Image. The prestige of a school system may be greatly increased by the written expressions of members of the school staff. Staff members should be encouraged to write for publications at the local, state, and national level. All articles, however, should be written with simplicity of phrases, and must be free from educational "pedaguese."

School publications—bulletins to parents and to staff, annual reports, courses of study, booklets on school policy, and staff reports—should meet acceptable standards of good taste and attractive printing composition.

Teachers should use the personal note or letter to parents more frequently. More letters should be written to parents commending students' work. Too often, the "notice of poor scholarship" addressed to

parents is the only personal contact parents have with the high-school teachers. Honor rolls may appear and parents may be unaware of the recognition given to their son or daughter. Delinquency in conduct or scholarship, however, is rarely overlooked and notice of it is conveyed by a personal letter to the parents—often by special delivery letter. Why shouldn't success be so recognized? Pupils also like to have personal notes of thanks and appreciation for jobs well done.

Attitude Is the Key. The techniques discussed above are important. But no technique will be as successful as those actions stimulated naturally by the basic attitude instilled in each teacher and non-instructional employee that public relations is an integral part of their jobs. It is not an extra duty added to an already full working day. It *is* good teaching, at its highest level. Good public relations creates the climate and understanding between school and community that helps make possible an even finer job of teaching.

TESTED SCHOOL-COMMUNITY PROJECTS

The community has many facets—as many as there are individuals and organizations ready to express an opinion about the schools.

Each facet must be given separate and often different attention. Schools which have recognized the diversity of its community's interests and needs are on the road to building a firm foundation for total community understanding. Here is what is happening around the country as schools appeal to and utilize the special interests within their community.

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BIRMINGHAM (MICH.) has developed a code of teenage behavior for their community that involved more than the usual student-PTA committee. Parents, city officials, police, and service organization officers worked with the high-school staffs to develop a city-wide code. Their work resulted in everyone having a greater interest and understanding of the problems of high-school-age youth.

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THOMAS JEFFERSON HIGH SCHOOL (Richmond, Va.) uses community experts-in-their-fields as after-school guest teachers. They provide help to students doing special projects in science, mathematics, and foreign language. One of the advantages of the program is that it can interest busy men who often do not have time to be active in community organizations through which they might normally have contact with the schools.

THE STUDENT—The School Is Evaluated Through His Actions

IRVING RATCHICK

FROM the moment a child enters school he represents the most important force in the public evaluation of that school. As he progresses from grade to grade, the reactions that he develops to his achievements, experiences, teachers, and classmates, often create the basis of the interest and attitude that his parents and their friends display towards education in that particular school system, as well as to education in general.

Parents want to know about their children's progress. Achievement and progress reports, conferences with teachers, classroom activities, field trips, intramural games, interscholastic athletics, assembly programs, scholarships, prizes and awards, contests in science, music, art, and mathematics, plus a score of other activities culminating in graduation serve as continual reminders of the role of the student in a public relations program.

Experiences of pupils after high school frequently breed public reactions which are reflected toward the high school. Each pupil admitted to a college acts as a representative of a particular high school. Recommendations a secondary-school principal, counselor, or teacher may have written can become a mirror of the school, its staff, and its activities. Moreover, for those pupils who do not go on to college, there are other experiences which point up the students' role in the inter-play of school-community relations. In applying for a position in the business world, the student's manner of speech, his mode of dress, and his general conduct help to mold public attitudes towards the school.

Each high-school student has an opportunity to represent his school on many occasions. Whether it is with his peers or with adults, at school or community affairs, at home or away, he is being evaluated as a product of a particular school system. Students themselves often are well aware of their role as school representatives. In Mineola, New York, the Mineola High-School handbook, *The Pathfinder,* in a section entitled, "Tipsheet," helps to orient student-newcomers to the school. Besides imparting information about corridor customs, classroom conduct, cafeteria attitudes, and assembly procedures, this handbook indicates the relationship of a student as a representative of his school:

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Consideration of Town and Citizen: Many citizens—and most of all, out of town visitors—judge Mineola High School by the behavior of its students. Individual actions are the standards by which our school is judged. Always greet cheerfully and confidently any adult visitors to the school and help them find their way in the building. It will not be difficult for everyone to follow these future suggestions, if every student takes it upon himself or herself to try to uphold the fine reputations which Mineola High School enjoys.

Doyle Bortner effectively points out the students' influence in public relations:

Undoubtedly, the pupil is the most immediate, most constant, probably the most energetic, and certainly the most talkative link between school and community. This has staggering implications for school public relations when the single pupil is multiplied by the tens of millions enrolled in the nation's schools. It is a public relations position enjoyed by no other public or private enterprise. All these pupils are potential ambassadors of good or ill will.[1]

Increased emphasis is being placed upon the secondary-school student for the role he plays in interpreting the schools to parents and to the community. Although the secondary-school situation began to receive greater prominence after World War II, Dr. James B. Conant's elaborate research on the American high school, together with his later study of the junior high school, served to catapult the position of the secondary school and its students more directly into the limelight. Academic accomplishments—with achievements in science, mathematics, and foreign languages—are now catching up with athletics as major public representations of the school.

Paralleling the significance of the student as a link between the school and community is the teacher's contribution in helping students understand the role of the school in student development.

Good teaching remains the teacher's primary means for building effective relations with his pupils and for cultivating favorable and lasting attitudes. All other means are purely secondary and supplementary. But teaching, whether good or bad, always leaves some effects on the pupil, interest or boredom, a feeling of achievement or defeat, a spirit of enthusiasm or a sense of frustration, a liking or disliking of subject, school, or teacher. The pupil's attitude, the schools as a whole, and coeducation in general is frequently influenced by his pleasant or unpleasant experiences in a single classroom. It is noteworthy that those teaching procedures which achieve best results from the standpoint of learning are most likely to foster favorable pupil attitudes towards learning, and ultimately achieve the best for public relations.[2]

The high-school student today occupies a unique position. Unwittingly, he has become a pawn in the controversy of educational philosophies, practices, and procedures. For him, future courses of action await planning. Meantime, to assist in obtaining meaningful experiences in his

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[1] Doyle M. Bortner. *Public Relations for Teachers.* New York: Simmons-Boardman Publishing Corporation. 1959. p. 12.

[2] *Ibid.*, Bortner, pp. 13-14.

development, there are innumerable school activities. Ellsworth Tompkins gives the following criteria:

> A good program of extraclass activities should:
>
> *Be constructive*, so as to provide for the whole educational activity of the school; thus it will become a planned structure rather than be a partly planned or neglected one.
>
> *Grow* out of the life of the school and not be imposed.
>
> *Be accepted* wholeheartedly by teachers, whose responsibility it is to develop the pupil-activity program.
>
> *Be a supervised program* in which all teachers and pupils have a part.
>
> *Develop intelligent public opinion* in knowing and understanding the problems of the whole school and sharing in their solution.
>
> *Recognize* the pupil's rights, duties, privileges, and obligations as a citizen of the school.
>
> *Be a major responsibility* of the high-school principal with the high-school teachers and pupils, to develop a constructive policy toward improving the school's pupil-activity program.[3]

Undergirding the extraclass activities is the student council. To help coordinate activities of the many student councils, the National Association of Student Councils of the National Association of Secondary-School Principals was formed. Its major objectives are:

> To foster in the secondary schools of the United States, through their authorized student activities, the spirit of responsibility, leadership, personal growth, civic mindedness, self-discipline, and devotion to the ideals of education and democracy—and, to provide a national organization which will serve as a clearing house for regional, state, sectional, and local student organizations; and will provide a means whereby a fully balanced school program and integrated and acceptable standards may be achieved.[4]

With increased opportunities for student participation in school activities, additional responsibilities have arisen. At a recent Columbia Scholastic Press Association Conference held at Columbia University, student delegates and experts in the field of journalism shared information and techniques that are used in high-school publications. In one of the discussion groups concerned with censorship and the high-school press, it was pointed out that the board of education and the principal to whom various responsibilities were delegated should be considered the publishers of the school paper. Accordingly, in public relations the board of education and the principal had the right and prerogative to delete or censor any items that were detrimental to the school. This overruled major point brought up by some of the students: Infringement on their right to editorialize on high-school policies, as well as

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[3] Ellsworth Tompkins. *Extra Class Activities for All Pupils*. Office of Education Bulletin, 1950, No. 4. Washington, D. C.: U.S. Government Printing Office, p. 30.

[4] Paul E. Elicker, editor. THE BULLETIN *of the National Association of Secondary-School Principals*. "The Student Council in the Secondary Schools." Vol. 28, No. 124, 1946. p. 14.

local and national events, as compared with the use of "safe" editorials about the study hall, the cafeteria, and related items.

Nevertheless, the motivation for pupils to think about their responsibilities remains inspiring. Resources latent within the energies of youth are heart warming.

Students have joined PTA groups, studying curriculum planning, health problems, safety, recreation, and comic book. They have served on PTA Committees to preview films, study radio and television programs, and international relations. They have served on the executive committee and on the organizational committees such as membership, publicity, hospitality, and program. Among other things, they have appeared on programs as panel and symposium members; taken part in orientation programs for new students and for their parents; and worked with adults in developing codes of ethics for young people.[5]

The range of potential student activities and their implication for public relations are nearly limitless. Listed below are a few of the many student activities that have been carried out successfully in the public secondary schools of Levittown, New York:

1. Underwriting of expenses for operation of Citizenship Day, plus participation in programs as discussion leaders, panel members, guides, and members of hospitality committee
2. Sponsorship of the formation of student-parent-teacher council
3. Sponsorship of a Christmas family through an "Adopt a Family" program in the local newspaper, *Newsday*
4. Sponsorship of attendance by Future Teachers of America at "Life" Conference in Great Neck, New York
5. Purchase of armbands for Future Teachers of America to designate them as official hosts and hostesses
6. Sponsorship of a variety show and international hop
7. Donation of money to the biology club to purchase scientific equipment
8. Purchase and distribution of school newspapers
9. Award of an annual scholarship to a high-school senior
10. Sponsorship of school representation at New York State School of Music Association
11. Sponsorship of a delegation of students and an adviser to Future Teachers of America conference
12. Participation in regional conference for general organizations
13. Approval of recommendations of a student committee for landscaping grounds for a high-school Arbor Day
14. Loan of a sum of money to the school's store for anticipation of purchases
15. Purchase of varsity pins for distribution to members
16. Sponsorship of a mathematics team in county competition
17. Purchase of a variety of scripts for the dramatic club
18. Purchase of an award for the Citizenship Education Department
19. Presentation to each teacher of a yearbook as a gift for Teacher Recognition Day

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[5] National Congress of Parents and Teachers. *Working with Youth Through the High School PTA*. Chicago: The Congress. 1954. p. 39.

A beneficial activity under the sponsorship of the General Organization at Long Beach High School, Long Beach, New York, is the Voluntary Student Tutoring Council. Tutors meet with students each day during the lunch period, and in some cases even at home. A similar program is in practice in Sewanaka High School, Floral Park, New York, and is administered by that school's branch of the National Honor Society.

In Syosset, New York, five high-school girls created public interest for the improvement of a railroad underpass. Petitions were collected which resulted in the installation of warning signs by the Public Works Department of Nassau County. Moreover, assurance has been given that a hearing on improvement of this underpass is to be held by the New York State Public Service Commission.

The activities cited above serve to illustrate the implementation of the objectives of student activities as stated by Bortner:

> .Pupils can be active agents for school public relations by conducting surveys of community life, performing community service, acting as school or classroom receptionists, and participating in extraclass activities which attract adult audiences and establish other links between the school and its community.[6]

The pupil is a dynamic force in a school public relations program, since he represents the focal point of the educational system. The school, in cooperation with the pupil, has the obligation and responsibility of providing those educational experiences that will help the pupil to develop the ability to learn more about the democratic way of life. Participation, both in and out of the school, in activities which offer a source of satisfaction to the pupil, and which, simultaneously, help parents of the community to receive a broad interpretation of the nature of the school, strengthens the framework of an effective public relations program. If an activity is to be fruitful, it cannot be artificial in nature. It must be so developed that each student enjoys a learning experience as he participates in school affairs. With such an approach, deeper understanding and broader support of the school program may be realized.

[6] *Op. cit.*, Bortner, p. 31.

THE RIGHT TIME AND PLACE

New teacher orientation meetings at West Hempstead (N. Y.) are scheduled throughout the year just prior to such major activities as report card marking, open house, and the end of the semester record keeping. Teachers get help at the point and time that they most need it.

THE PARENT—A Part of the School Team

DALE P. PARNELL

WALTER LIPPMAN has written, "Often we act, not upon real facts, but on the basis of the pictures in our heads." The public has recently been subjecting the American high school with a bombardment of criticism which has been determined by what people superficially think about their schools. Most of the time "what people think" is based upon "pictures in the head" or merely hunches.

Parent-school relations can be improved if the proper "picture in the head" of our school can be established by the school administration and staff. Have you examined the picture that rests in the heads of the patrons of your school? What are the parents of your students really thinking about your school? What of report cards? Do they suspect unnecessary frills in the high-school curriculum? Are members of your community really sold on the school program? Do parents know about the school's guidance services? Have they been informed regarding the training in citizenship and moral values? What a staff or a principal does not know about parents' opinions can damage the entire school program.

The community which appears satisfied, or at least complacent, about the school program could surprisingly put "thumbs down" on a school bond or budget proposal. Today, enlightened high-school principals are making efforts to find out what parents think. Information between the home and the school can follow many channels: the student, written letter, newspaper, radio-TV, telephone, neighbors, or face to face with the parent. Whatever they may be, all channels of communication must be kept open and working. Part of the recent criticism of the American high school might be laid at the door of the high-school staff which has been reluctant to keep parents informed. Consequently, the "pictures in the heads" have been distorted and not related to the facts nor to the actual situations. It is the job of the high-school principal to see that the "pictures in the heads" of the parents regarding their high school are based upon fact. The greatest single factor for building an effective picture in the minds of a community is equated upon the degree to which the school-parent is adequately informed.

As school district consolidations and reorganizations across our country are instituted, high schools are of necessity becoming larger. One great problem for the large high school is to create and retain an atmosphere

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in which parents will feel that they are not lost in the shuffle and that they have a voice in the vital functioning of the educational program.

How might opportunities be provided so that parents will be heard? Parents want to be helpful; they want to support their schools, but often they do not know how, for the lines of communication are not open to them. Through the student, schools communicate daily with parents and the community. Much could be said here about building the proper "pictures in the heads" of our students about their school. However, the working principal realizes the high-school student is not always the best line of communication with the home.

Need Formal Communication Plan

How then, can we gain access to the ear of the parent, or how can the parent gain access to the ear of the secondary school? The principal must find an approach he can use to build the proper picture of the school in the minds of parents, a means by which the parents also can use to communicate easily with the school. The Springfield, Oregon, Senior High School uses a Parent-Teacher-Student Association as a medium for the exchange of ideas. The students as well as their parents and their teachers belong to this organization and are frequently named to committees throughout the year. One student acts as vice president while other students appear on instructional and informative panels at regular meetings. But merely having students in the organization is not the secret of success. The secret lies in stimulating a cooperative spirit among the parents, students, and teachers working side by side on common problems.

The principal of any school is faced with many publics. At one time, it may be a booster club public; at another moment, the bridge club public; or the Chamber of Commerce public; or the laboring public. A local lawyer finds little problem in lifting his phone to call the high-school principal about some aspect of the school program; however, the local mill worker or longshoreman may not feel this same ease of communication due to his educational status or to the various socio-economic factors that operate in our society. The high-school principal must recognize his various publics and strive to make it easy for all of them to communicate with the school.

In the Springfield Parent-Teacher-Student Association, the heart of the organization lies in its executive council. This council is made up of about sixty people and has the usual officers plus a parent representative from each home room. As in other home-room programs, every student in school has membership in one of them and is thereby represented by a parent on the executive council. Meetings of this council are held on the third Monday of each month with each member receiving a personal telephone invitation and reminder from the president or vice president every month. As a result, the attendance at these meetings is exceptionally good.

A typical executive council meeting runs something like this:

7:00 to 7:45	Committee meetings: There are usually several committees working on current problems.
7:45 to 8:30	PTSA business meeting: No business is conducted at other meetings. It is a real pleasure to attend these meetings with printed agendas and much dispatch of business.
8:30 to 9:30	Principal's press conference: The president turns the meeting over to the high-school principal for a question-and-answer period. This time has been of inestimable value in communicating to parents the goals, the problems, and the aims of the school.

Home-room parent representatives are usually 100 per cent in attendance. They have ready contact with all the parents of their particular home rooms and have become acquainted with these parents through several contacts during the year. These contacts take the form of invitations to special events, or of a telephone call involving an explanation of some particular school problem. As one might see, with a number of students attending these meetings, and particularly with a parent representative from every home room attending, the school principal has a ready contact with all of the parents. At the same time, he has a clearing house for nearly all worth-while school activities.

This PTSA partially answers the problem of how to maintain a close relationship with parents in a large secondary school. Most high-school principals have experienced times when wild rumors about the school are circulated through the community because parents or other community members have misunderstood a certain policy or a particular procedure of the school. With the PTSA type of organization, the parent representatives relay opinions of other parents to the principal—their displeasures, their anxieties, or their inquiries about a rumor—and voice them in the question-and-answer period. A question-and-answer box is passed around the room at each PTSA executive council meeting giving everyone an opportunity to question or comment without embarrassment. This opportunity for parents to ask questions and voice opinions cures, in part, the age-old problem of communication between the home and the school. It is generally true that informed parents are satisfied parents who will support the organization.

Some high-school principals question the advisability of involving parents on school committees or otherwise in the school organization. True, there must be certain rules and regulations by which parents operate in order to have efficient, effective parent involvement. This means that whenever parents are involved in committee work, or whenever a committee is set up within the school, the principal must lay the ground rules by which the committee will operate. At the very outset, parents must understand that only the administration of the school, the superintendent, and the school board have the authority to make final decisions.

Every parent operating within the school organization should understand clearly how he was elected to the position, what the term of office or length of service is, what is expected of him, and what his proper place within the organization is to be. Working with parents in this fashion is hard work and takes much time and organization, but it pays dividends beyond measure to the principal and the staff through parent and community support.

Prepare Staff for Parent Participation

Not only must the parents understand the exact nature of their involvement, but also the faculty must understand and be prepared for their necessary involvement throughout the course of the year. For instance, it should be clearly understood that "dirty linen" is washed within the confines of the professional organization and professional administrative channels.

This kind of program necessarily assumes that each staff member has a positive attitude in public relations. He would have to evaluate himself continually in this area by asking such questions as: "Am I proud of my school? If not, how can I improve it so that I will be? Am I promoting community respect for the administration, the staff, and the program of the school? Am I manifesting pride in the teaching profession? This staff awareness can be developed not only through professional evaluations, but also through faculty seminars, staff briefing sessions, new teacher orientations, and other organizational routines.

Every staff member must realize the truth of the fact that good parent relationships are important, and that the principal must establish policies by which staff members operate with their public, and by which they build the picture of their school in the parents' minds. It is probably best not to involve classroom teachers in the details of a parent organization, but it is good to involve them in such things as particular curriculum reports to parents, keeping the teacher as the professional authority.

A principal can help his staff members by establishing some guide lines for them. He knows that classroom teachers are the principal instruments of the school's good public relations, and he can help them function effectively by instituting written policies which relate to public and parent relations. For example, it might be well to adopt the policy that a note or letter from a teacher to a parent should never leave the building if it might in any way appear to be malicious or cause poor public relations. The policy might further state that whenever it becomes necessary to deal harshly with a parent or student, it should be done in a face-to-face situation and not by telephone or letter. This could then be interpreted to the faculty by explaining that people react differently in a face-to-face situation than they do when talking over the phone or when writing a letter.

Still another parent-relations principle might be, "Slow to criticize and quick to praise." Complimentary notes to the home tend to promote good parent-school relations. The critical note, however, is often misunderstood and leaves a non-factual "picture in the head" of the parent. Complimentary notes to the home should far outnumber other types of notes sent home.

The younger the child, the greater interest parents seem to take in school activities. As the child becomes older and more self-sufficient, parent interest in school activities often wanes. This presents a real problem for the secondary-school principal. Unfortunately, many have accepted this deterioration in parent-school relations as inevitable. In view of our current secondary-school criticisms, however, one positive fact seems clear: Parents are interested in their older children. In fact, parents often seem more interested about their children's adolescent years than about any other time in their lives. Are we geared in our secondary schools to captivate and channel this parent interest? Parents, students, and teachers must join together in working on common problems. The high-school principal must open the way for parent participation in school problems and school activities. He must be alert to avoid the situation found in many of our secondary schools, where the parent sees no channel through which he might work with the school in furthering the desired goals of education.

A parent-teacher-student association is one method by which this may be achieved. In many schools such an organization is affiliated with the National Congress of Parents and Teachers. This has its advantages in that a state and nation-wide organization has a great deal to offer local organizations in the way of programming and organizing. However, one word of caution: Whatever the kind of organization, it should be kept fluid and operate with a minimum amount of red tape. Nothing will kill a secondary-school parent-teacher group more quickly than a highly structural elementary-school-type organization.

Any parent organization at the secondary-school level must take cognizance of the growth and development of adolescent young people and the needs that accompany this growth. Instead of complaining about the problems of adolescence, parents and teachers must take advantage of these problems and the various characteristics of the adolescent through an active parent organization. As Sam Levenson has said, "Parents unite." There is no better opportunity for this than exists in the secondary school.

THE COMMUNITY—Includes Many Publics

FRANCIS E. MORHOUS

HISTORICALLY, the American public school is a product of generations of men and women who have believed that a democracy can survive only through education for all youth and who have given the funds, and often the actual labor, skill, and materials to make this goal a reality. Legally, the authority and services of the school stem from the will of the people as evidenced by the framework of state laws which govern their operation.

When communities were small, the link between them and their schools remained strong; but as villages grew into towns and cities, the vast numbers of people involved were content to allow the members of the boards of education act as their representatives, and the lines of communication between the school and the community became less personal, more fragile, and often non-existent.

How to extend and strengthen these lines of communication—school public relations—has long been a concern of this country's educators. For a number of years, they have expressed the need for more interest and support by the public, but this was especially true during the decade of the 50's when school enrollment jumped forty-seven per cent. However, a prophet's words are often unheard in his own hometown; and, more often than not, Hometown, U.S.A., refused to heed until it was shocked into action by fear. It took the launching of a Soviet earth satellite to arouse the citizenry to a state of anxiety and apprehension concerning the adequacy of their schools and to seek and listen to the prophets.

The present situation, however, seems to hold equal elements of hazard and opportunity. The hazardous element exists because a greater public interest in schools is no safeguard against possible hysteria or panaceas prompted by emotional excesses and irrational opinions. On the other hand, genuine concern for education implies an unprecedented opportunity to foster real empathy between the schools and the community to activate a partnership between educators and laymen so that each may know the other more fully.

Know Your Community

Just how can we reduce the dangers of the present situation and make the most of the opportunity? I have found through personal experience that the better I know a child, a teacher, or the clerk in the

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supermarket, the better are my chances for understanding him as an individual. When Brutus said: "My heart doth joy that yet, in all my life I found no man but he was true to me"[1] he carried no magic formula to insure the loyalty of his friends, but he did realize that understanding is often in proportion to knowledge. It has been said that "human intercourse in any real sense is impossible unless we are willing to be known even as we wish to know."[2] In a larger sense, this is as true of a community as of a friend; and, as we seek to know the ways of a friend, we should seek to know intimately the characteristics of our local community. The physical setting is important: the climate, the size, the natural resources. The people are important: the customs, the age levels, the educational and occupational status, the population, the industries that provide employment. The direction and consequences of all these factors enter into the total picture of the community: the comparative wealth, the welfare and service agencies, the cultural opportunities, the organized groups, including power units and pressure groups. The very complexity of all these elements indicates the need for a public relations program tailored to fit the individual situation. No package program is sufficient.

Use Your Community Resources

In Schenectady, the General Electric Company is recognized as a vital part of the community life. Its research laboratory and the Atomic Energy Research Laboratory afford an unusual reservoir of personnel and facilities and the company is generous in sharing these resources. This school-community situation must not be unlike that of many others. Scientists from local industries who are willing to offer help in special assignments where they are better qualified than any available teacher can be of unlimited assistance in developing experimental projects in such areas as physics and chemistry. Although busy men, they always seem to find the time to come into the schools and assist in organizing science fairs which exhibit to the public the quality of science instruction in the schools. They are helpful, too, in organizing field trips to areas where the community can be used as a living laboratory for learning experiences.

Another example of how the talents of professional people are utilized to improve the quality of instruction is the health education program in which doctor specialists do a share of the actual teaching in a Schenectady high school. The response of the students to the medical lectures is enthusiastic and the doctors themselves act as community ambassadors because they have a better realization of the rewards and pitfalls of classroom teaching. One doctor's remark was pertinent: "Your teachers are underpaid!"

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[1] William Shakespeare, "Julius Caesar."
[2] Mary Dixon Thayer, "Things To Remember."

In addition to these men who are willing to act as educational consultants on occasion, every community contains citizens from all walks of life who are able and often anxious to take an active role in working on school problems. Educators and school boards cannot afford to ignore the fact that the formation and use of these citizens as lay advisory groups is a profitable practice for both school and community. It brings more people into personal contact with the schools and the greater the number of citizens we can involve in planning programs for improvement, the better the opportunities for executing the improvements; then there is no reason to "sell" the need, for the taxpayers will know the need!

Introduce Business to Education

The local Chamber of Commerce is usually anxious to support efforts to improve the schools. In many communities they carry the ball in Education-Business Day activities when local business executives visit the schools. The principal should not miss the opportunity which this presents to promote better understanding of the school program. As Edgar J. Forio has said: "People are down on what they ain't up on!" The student guides refute preconceived notions which may tend to be critical of all modern teenagers. Experience indicates an appreciation of the opportunity to see the school in normal operation. Increased unanimity can come from a discussion session at the end of the day when the visitors are invited to question, comment, and criticize what they have observed. Letters of invitation to the visitors set the pattern for letters of thanks from the visitors, and these are usually commendatory.

The Chamber of Commerce also makes possible an exchange visit which gives teachers the opportunity of spending a day visiting local business and industry. On this Business-Education Day, newspapers, industrial plants, insurance agencies, and photo developing studios (just to mention a few) open wide their doors, conduct tours, proffer hospitality, and stimulate discussion. The teachers return to school with a fresh approach and a deeper understanding of the complexities and problems of the community.

Involve Teachers in Community Efforts

It is good for teachers to reach out beyond the confines of the school and participate actively in community efforts. Residents welcome the support of the schools in fund raising and membership drives of the Red Cross, Community Chest, YMCA and YWCA, and other civic enterprises—Memorial Day programs, centennial celebrations, and parades. For the teacher, these personal contacts mean a broadening of interests and a widening of his world. At the same time, the layman comes to recognize the teacher as a fellow citizen who is sharing the problems of the community and earnestly trying to help in their solutions. Often the cloak of the stereotyped school teacher falls away, revealing a humane and understanding leader with unusual qualities of

mind and personality. Community residents then become eager to make use of these talents. The teacher who actively participates must remember that the community will continue to look upon him as a representative of the school system and, as such, it remains his responsibility to interpret school policies and procedures.

Emphasize the Human Quality

Human relations is an intrinsic part of public relations. This is especially true in community personal contacts. No school can afford to lose sight of the value of impressions created by school employees in their contacts with parents, businessmen, social workers, and other local taxpayers who visit the office in person or by telephone. Everybody in school is in the public relations department. Every member of the school staff should be aware that his daily contacts with the public are crucial in the formation of impressions which influence public opinion, and the importance of a courteous response and "the voice with a smile" should not be minimized. Telephone companies are anxious to help and will conduct clinics for school office employees, providing brochures and lectures.

A good principal drops the all-important matter at hand to meet community residents who call at the office, regardless of their status; he knows this is merely good human relations.

There are many facets of the school program which readily attract public interest. School athletics is magnetic in this respect. News of football, baseball, basketball, or track is a welcome addition to the sports section of the daily newspaper. Such activities can contribute to a feeling of community pride in these contests. Care must be exercised, however, to avoid over-emphasis of athletics and to prevent the development of opposing factors to the extent of agitating one faction against another.

Press relations responsibilities should be clearly defined, and news of school achievements must reach the press as soon as possible to preserve the news value. Newspapers welcome human interest stories on contest winners, scholarship awards, and any unusual student achievements. The use of a weekly school page in local papers keeps the community abreast of school events and can become even more meaningful when edited by students whose names are bylined.

The school newspaper, the yearbook, radio, and television are all media through which community support can be maintained. If we consider public relations to be a state of mind rather than a "gimmick," then the power of these instruments of communication is limitless.

Open Schools to Community Use

The policy of permitting the use of school facilities by community groups during after-school hours and vacation periods should be not only tolerated but also encouraged. This policy is a service to the public

which focuses attention on the schools as centers about which community life flourishes. Shops and laboratories may be used for apprenticeship training programs of local industries; the auditorium for civic plays, concerts, and lectures; and the classrooms for adult education classes. An adult education program should encompass offerings which fill the actual needs and desires of community residents. Classes in a typical evening high school may represent myriad interests: music, sewing, ceramics, typing, creative writing, driver training, trigonometry. Adult citizens participating in a diversified program, geared to their satisfaction, are appreciative of the contributions the schools make toward a fuller life.

Become a Community Worker

The present-day principal, unlike his fellow principals of a few decades ago, recognizes the need for community support, and knows that such support can be gathered only where there is community understanding and that he cannot promote understanding in the comfortable solitude of an ivory tower. The modern principal seeks aid and support from every possible resource available in the community, and he stands ready to contribute support to community activities. He is active in local service clubs, may be a member of a golf or sports club, serves with a speakers bureau, and seeks opportunities to assume his share of leadership responsibilities in the community.

Good community relations planning operates on the basic assumption that the school program is a good program, and the likelihood of gaining support from the community is influenced by the quality of education being offered. No public relations effort, no matter how well organized, can be expected to remedy a second-class school program.

In our effort to develop community support through wider participation of the lay citizen, we should not be discouraged if the malcontent and the agitator are aroused. There will be occasions when the school may have a "bear by the tail," but let us not run scared in an attempt to please everybody. The role of the community in any modern school has become increasingly important, as it should be and will continue to be in a free society.

Part Three

PREMISES, PEOPLE, AND PUBLIC RELATIONS PRACTICES

The Public Relations Role of the School Counselor

The unique position of the counselor makes him a key public relations person for the school.

WALTER F. JOHNSON

SINCE the school counselor is in a particularly strategic position to promote understanding of the school program as it touches the life of each student, he can and should play a key role in the more informal aspects of the public relations program. For much too long this important professional task has been neglected by practicing counselors and those who are responsible for their training. Up to the present time, only a relatively small number of articles have appeared in the journals devoted to this field, and only recently has it received attention in textbooks on guidance and counseling. Nevertheless, there is considerable evidence that school counselors are becoming more consciously aware of the necessity for "telling" the whole school story, as well as "selling" their guidance program.

THE COUNSELOR'S RELATIONSHIPS TO THE TOTAL SCHOOL PROGRAM

Because of his continuous personal contact with students, parents, school personnel, and the general public, the school counselor finds himself constantly involved in interpreting the total school program or serving as a "sounding board" for detecting the strengths and weaknesses of the school program.

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In these days of expanded high-school guidance programs, a new open question is often discussed: What school staff member now has the most vital, personal contacts with parents, students, and key employers? The superintendent? The principal? The classroom teacher? The counselor? The sharper question may be: While the counselor is discussing Mary's problem with Mary's mother, what other questions about the school system are being formed in the mind of Mary's mother?

At times, the counselor serves as a "buffer" when conflicts, misunderstandings or problems arise among children, parents, teachers, administrators, and other persons who became involved in school matters. In resolving these situations, it is necessary that the counselor be a person who has a thorough understanding of the total educational program in the school and a broad perspective of its purposes and goals. Repeatedly, the counselor finds himself explaining or interpreting any of the many facets of the educational program and the system which is necessary to carry it out.

To accomplish this, the counselor must know much more than the technical requirements of his field. He must be prepared to discuss a wide range of school topics, including educational philosophy, budgets and finance, why "Johnnies can't read," curriculum reorganization, professional requirements, qualifications of staff members, and school-community relations problems.

It becomes readily apparent that the effective counselor must devote part of his time to gaining a thorough knowledge of the school and the community, both for improving his effectiveness as a counselor *in situ*, and to serve in his key responsibility of interpreting the school to his "clients" and the others with whom he comes in contact.

He will accomplish this in many ways: by his many and varied individual contacts; by membership on key committees in the school system; by active participation in community affairs; by continual study of how schools function and can be improved. Although these responsibilities for interpreting the whole school system must be shared by every staff member, the counselor must not forget that he is in one of the most sensitive positions to accomplish this all-important mission.

Public Relations in the Guidance Program

While the counselor can be effective in the general public relations program for the school system, he must be at least equally concerned about public relations in behalf of his own program. This requires purposeful planning designed to promote understanding of what the guidance program should be. Every one of his activities will have public relations implications. The success or failure of each aspect of the program will contribute to the total—sometimes out of proportion to its particular importance. Thus, an unusually successful career day program, or an especially pleasing personal appearance before a service club group or PTA might influence the general acceptance of the total program all out of proportion to the particular contribution it makes in the program.

At the same time, a single newspaper story, or an unfortunate incident involving a counselor's ineptness may have a devastating effect or bring about a loss of support that pushes the program backward for years. The counselor must constantly *plan* and *think through* his program and activities with a "weather-eye" open for possible implications of what he does.

As already indicated, every activity of the counselor and every feature of the guidance program has public relations implications. Some of these, however, are more directly designed for this purpose. These include such activities as news stories and releases to the school paper and the community newspaper; radio and television programs; exhibits; talks and other types of personal appearances before school and community groups. In addition to these, follow-up studies and other research or evaluation procedures, field trips, career days, effective placement programs, the counselor's use of his telephone, use of advisory committees of school or lay citizen personnel, and intelligently sponsored parent-teacher conferences all have built-in public relations values which cannot be overlooked.

If the public relations objectives of these types of activities are to develop understanding, sympathetic acceptance, and willing participation, the counselor who initiates them must consciously consider this at the time he is planning them. All too frequently a distorted picture is given because only part of the story is told. In a recent study of news stories on guidance, gathered through a nation-wide newspaper clipping service, Dr. C. Gilbert Wrenn found only 113 articles over a period of approximately three months. Of these, forty-eight were about career days, twenty-four related to workshops, twenty-two were in the category of general news, and only nineteen had any very substantive material on guidance and the counseling process itself!

At a time when concern about the guidance of youth is greater than at any previous time in our relatively short professional history, we can scarcely be proud of such a record! It is not difficult to hazard the guess that we have been equally negligent in using other media of public relations!

Public Relations Tips and Principles for Counselors

A sound public relations program for guidance cannot be established without careful planning and must be based upon acceptable objectives and procedures. Even when goals and principles are sound, however, information which is carelessly presented or haphazardly organized will not be communicated. The following tips and principles are only a partial list and are included as illustrative of the type of thinking and planning which the counselor must consider in his public relations role.

1. The counselor must be well acquainted with the total school program and be prepared to interpret it to pupils, parents, and general public. Further, he must understand the community in which he works.

2. Development of a sound, accepted guidance program can best be achieved if those for whom it is intended to serve are brought into planning

early. Thus, an advisory committee of teaching staff members may be used to obtain cooperation and support within the school. A citizens' advisory committee can be effective in obtaining community support and understanding. This may take longer, but the program will be assured of continued support once it is accepted.

3. The public relations program should be a continuous endeavor, covering all aspects of guidance. It should not be confined to special features.

4. And then there is research! Information based upon studies of the school population, composition of classes, follow-up of graduates and drop-outs, and similar data is always well received. This type of research is useful and informative. It inspires confidence that the counselor knows what he is doing.

5. The counselor should personalize his relationship with fellow staff members and the community to the extent that he is well-known as an individual and as a professional.

6. Newspaper releases, radio and television scripts, and similar communications must be carefully prepared. The story must be readable, interesting and to the point. Technical jargon, careless editing, and messy copy create a very poor impression of the author and the degree of importance he attaches to his story.

Initiation and continuance of a sound guidance program must be accomplished with the knowledge and understanding of teachers, administrators, and the public being served. This demands a positive, purposeful program in which conscious attention and necessary time is given to public relations. It is a responsibility which is allocated as a definite part of the counselor's job and is carefully integrated with other public relations activities in the school. Today, counselors do have daily personal contacts and discussions with numerous parents and citizens about school matters. Their impact must be evaluated not only as professional advice and council, but also as a vital force in personalized public relations affecting the public's impression of the entire school system.

THE CONFUSION that often surrounds the myriad of scholarships available to high-school students is lessened at William Penn High School, York, Pa., with a new handbook titled *So You Want a Scholarship?*

The requirements for more than 70 different kinds of scholarships available to local students are explained carefully by the guidance department.

To make the listing complete, the department sent questionnaires to all education, civic, fraternal, religious, welfare, industrial, and similar organizations in the community to determine whether they offered educational scholarships.

The organizations are pleased to have their programs publicized, and students and parents are grateful for the information.

Career Counseling Builds Good Will

Through a unique "Senior Analysis," counselors and parents share career counseling of high-school seniors.

ARTHUR B. CHAPIN, DAVID E. CLOSSON, JOHN P. LEMBO

EACH August, Brighton (N. Y.) mail carriers deliver to the homes of our seniors a large manila envelope containing the student's personal 10- to 15-page "Senior Analysis." This Analysis is an individual report, prepared by the counselor, giving an inventory of the student's educational and vocational qualifications and aspirations at the crucial time when most families are deciding the student's future career and educational plans. The specific purposes we have tried to serve since we began the Analysis in the summer of 1957 are threefold:

First, the Analysis is a source of objective and subjective information about each student and his record up to the end of his junior year. It is written in such a way that it is meaningful to the student, the parents, counselors, college admissions officers, or employers.

Second, the Analysis provides an opportunity for counselors to evaluate individual or class problems during the summer when all necessary records and equipment can be conveniently assembled.

Third, and most important, the Analysis aids students, parents, and counselor in arriving at decisions pertaining to educational plans, career plans, and college choices at a point in the student's preparation when a year remains to remedy deficiencies or alter plans.

In a suburban community such as ours, where the great majority of students aspire to higher education and careers in the professions, this report, as described here, seems to be a logical expansion of our guidance program.

Though the character and desires of the community in which a school functions will affect the emphasis, orientation, and tenor of an individual inventory of this kind, the value of the report as a device to prepare our youth better for their future cannot be ignored by any school system. In proper perspective, it would seem that the right student in the right college is an immediate, short-range goal, while the right person in the right career is the key to life-long satisfaction, happiness, and the best

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use of our most valuable resource. The need for such a guidance service may be even more acute in school systems where the great majority of students enter careers immediately upon graduation. For these students, the time for choosing is four years shorter.

It has been our fervent hope that students and parents carefully examine and weigh the contents of the Analysis in order to make the important choices which face them with greater wisdom. Our fear that this might be considered "just more printed matter" when it arrived at the home has been allayed by the fact that the month of August brings many calls from parents asking when the Analysis reports will be complete, and the number of interviews which are inspired by these reports grows year by year.

This Analysis is most useful to the student and his parents, and secondarily useful to the high-school counselors who prepare it and the college admissions officers and employers who may also see it. The project was not designed as a public relations promotion, but, if we have done our job adequately, it cannot help but bring better understanding between the parents and the educational institutions which they maintain to the ultimate benefit of the student.

It also has helped the school to evaluate more comprehensively the assets and liabilities of the student at a critical point in his high-school education. In the process of preparing the report, it is necessary to run statistical analyses of class-wide, and sometimes school-wide, test results in order to establish bases of comparison within the actual environment in which each student operates. These analyses have been useful in bringing to light facts about our students and our school which enable our department heads, teachers, and counselors to see with greater clarity the direction we must take to improve the quality of our school. Changes in curriculum offerings, scheduling, and teaching and counseling techniques which might otherwise be overlooked often suggest themselves. Since our administrative staff is present for summer school, their concerns receive immediate and contemplative attention and are ready for implementation at the beginning of the fall semester.

We hope our Senior Analysis has helped the college admissions officers to conduct more effective pre-college interviews with our students as they visit campuses in the fall of their senior year. These admissions officers are in the best position to determine the wisdom of a student's application to their respective college *if* they know enough about the student's ability, achievement, interests, educational plans, and occupational aspirations. We hope the Analysis will serve as an objective source of such information available at the time of the interview, and we encourage our college-visiting students to present their own Analysis as a preface to the interview. At this point we have no means of knowing how helpful the Analysis may be to these admissions officers, except for some favorable comments by college representatives visiting our school.

Students applying for jobs upon graduation are encouraged to present their Analysis in the same way to their prospective employer or personnel office.

The Senior Analysis project was first recommended to the board of education by the principal and the director of guidance in the spring of 1957. The board of education approved the project; the teacher-counselor who had been working with the class of '58 and the teacher-counselor who works at the senior level were assigned to prepare the Analysis. Four weeks were allocated, but it was found that almost five weeks of eight-hour days were required to cover a class of 197 students.

The Analysis itself consists of three major parts. After a letter of introduction prepared by the principal, the first part explains, in lay terms, all the tests and instruments used by our guidance department to measure students. Definitions of such terms as "aptitude," "achievement," "interest," and "percentile" are given to help in the interpretation of test scores, profiles, grades, and tables presented in the second part of the Analysis. This explanatory part of the report also includes some general information on the use to which colleges and employers may put these measuring devices in their process of selecting candidates.

Care is taken to point out the danger of considering any single test score as the entire picture, and that, at best, each test provides only a few strokes of a portrait that is constantly changing. The uses of the Analysis mentioned above are suggested, but parents and students are told that the Analysis is confidential, that it is intended primarily for their use, and may be restricted to that if they wish.

The second part of the Analysis is a record of the student's scores on the general and specialized tests given at various points during his three years of high school, his scholastic achievement including his three-year average, rank in class, credits after the junior year and upon graduation, and his planned sequences. Tables of College Board scores allow the student to compare his Preliminary CEEB Scholastic Aptitude scores to the national percentiles and to previous classes in his own school. In 1959, Educational Testing Service published and distributed pamphlets entitled "Your College Board Scores" and the National Merit Scholarship Foundation provided folders for profiling NMS scores. Both of these were mailed home with the Analysis. In the second part of the Senior Analysis, the emphasis is placed upon information designed to permit detailed examination of the student's abilities, achievements, and interests as they compare to each other, to other classes at Brighton, and to the nation at large.

The third part of the Analysis is a subjective interpretation consisting of from one to two typewritten pages prepared by the counselors after a thorough examination of the entire guidance folder. Here the emphasis is placed upon comparing the achievement of the student to his own estimated potential; i.e., the student compared to himself. This is the most time consuming, and perhaps the most valuable, part of the Analysis. An attempt is made:

(1) To interpret the student's career choices in relation to the interest patterns shown on his two *Kuder Preference Record Profiles* and the interests shown in school and extracurricular activities,

(2) To interpret his college choices in relation to his career plans, and

(3) To interpret both career plans and college choices in relation to his demonstrated and potential abilities.

In those cases where either career or college plans are still nebulous, an attempt is made to offer specific suggestions, list sources of helpful information, and encourage the student and parents to utilize the guidance facilities available for further help if necessary. Students who are under-achieving are encouraged to make better use of their abilities in the semesters remaining, and students who are working to or above capacity are commended for their accomplishment. An attempt is made throughout to approach the writing of these interpretations with a positive attitude, using encouragement rather than condemnation as a lever for individual improvement.

Our experience proves this third part to be the most difficult. It requires knowledge and understanding of the student in his environment, tact and diplomacy, hope and courage, coffee and a dictaphone, and more perspiration than inspiration. Word choice and its effect must be carefully weighed. Prognostication with the printed word is always dangerous and can return to haunt you like yesterday's faulty weather prediction, to say nothing of the damage which may be done to others by categorical and unqualified statements. As every student is a unique quantity, so must each subjective interpretation be unique. This part of the project never seems to get easier with practice. We have found that thirteen to seventeen write-ups per day has been the consistent average during the past three years.

In the summer of 1958, two counselors used the same format for the Analysis with a class of 219 students. The lessons in technique for preparing the first two parts, learned the previous year, made it possible to complete the project in five weeks. This past summer, two counselors completed 249 Analyses in six weeks.

Prerequisites to such a project are, *first*, an interested community and a forward-looking board of education; *second*, a persistent administration which will advocate such a project before the board; *third*, an adequate and accurate guidance folder kept up to date by a conscientious staff of teachers and counselors; and *fourth*, the funds required to finance the project. Unfortunately, in education the last requirement often relegates such projects to the realm of dreams, but, when the investment inherent in each college entrant for a four-year period ($4,000 to $10,000 or more) is considered, the cost of five to ten dollars per student to protect that investment seems quite reasonable. Board of education members versed in the ways of industry and finance appreciate the logic of this argument.

At present, we are considering implementation of another project of this type at the end of the freshman year as more and more students and parents become aware of the complexity and importance of informed choice of college and career in today's world. We hope this new project will show even more concrete evidence of improved educational opportunity and better utilization of these opportunities by our students. Certainly more carefully selected high-school schedules can be arranged when all parties involved can see and weigh the facts for themselves.

Those of us who have worked on the project believe in it, but we know there are many flaws which, as educators are prone to say, "need further study." We hope the reader will consider this an invitation to comment candidly, critically, or constructively on this project. We are more than willing to offer copies of our Senior Analysis and information on whatever we may have learned for the use of schools who wish to initiate their own student inventory program.

MEET THE DEMAND FOR COLLEGE INFORMATION

Great Neck, Long Island (N. Y.), used funds from the National Defense Education Act of 1958 to prepare a guidance handbook titled *Planning for College,* for use by pupils and their parents. It is the latest in a series of handbooks in the field of guidance prepared by the school district.

Information is presented by well-phrased questions and answers covering topics ranging from "Your High-School Background" and "The Purpose of College" to "Steps To Take Now" and "Books That Will Help You."

It tackles such questions as: "Are you quite sure you want to go to college?" "What are the advantages of living on campus?" "How much weight is given to test scores?" and "How are college expenses met?"

A timetable to help pupils plan for college throughout high school is included in the 60-page booklet.

Coffee Cups Replace the Cracker Barrel

Informal Kaffee Klatsches make the high school the conversation center of neighborhood gatherings.

GLADISS O. EDWARDS

THE year 1959-60 has seen a new involvement of parents in the Pasadena High-School public relations program. A series of neighborhood Kaffee Klatsches was held to give parents the opportunity for informal discussion with the school administrators.

It has long been recognized that the senior high schools have a unique problem in the field of parent participation and understanding. Because of the fact that boys and girls at this age level no longer welcome close parental participation with the school, Parent-Teacher Association meetings are held less frequently and feature general programs that do not lend themselves to a give-and-take kind of communication. The neighborhood meetings established a personal relationship which made it easy for parents to ask questions, discuss mutual problems, and make suggestions about any phase of school life.

The Kaffee Klatsches were organized by a special chairman under the direction of the PTA, and were held in the homes of PTA board members. They were morning meetings, except for two that were held at night at the request of several fathers and employed mothers. The attendance varied from 14 to 30. Either the principal or one of the assistant principals came to each meeting and served as a resource person. Both the topics discussed and constructive suggestions given for improving the school program were taken down by a recorder.

Topics for the discussions at a Kaffee Klatsche were not listed in advance. There was no agenda. Almost every conceivable school problem was raised by parents—from transportation and behind-the-wheel driver training, to seminars, advanced placement, and honors courses. Other subjects included clubs, service projects, senior activities, sports, homework, summer school, and counseling. Many questions were raised about university entrance requirements, College Boards, scholarships, and a variety of competitive tests. A consistent emphasis was made on

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Gladiss O. Edwards, Principal of Pasadena High School, Pasadena, California, prepared this article with the help of Mrs. Joseph Johnson, PTA President; Mrs. Walter Rogers, PTA Kaffee Klatsche Chairman; and Dr. Archie M. Turrell, Director of Publications and Child Welfare, Pasadena City Schools.

the interpretation of the curricula and specific courses. Opportunities in the foreign language laboratory were explained at several sessions.

Parent reactions have indicated that these meetings have contributed to a better understanding and appreciation of the total school program. Furthermore, many mothers have wanted answers to specific problems, but they have hesitated to call the school; and, in some cases of concern and unhappiness over a particular school situation, satisfactory adjustments could be made either at the meeting or by telephone if investigation were necessary.

Informal parent meetings, such as the Kaffee Klatsches, may present operational pitfalls. One problem relates to notification. It is difficult to get a sizable group together on a set day. School leaders as well as patrons can monopolize the conversation or dwell too long on one problem. At times the discussions are so interesting that they are difficult to terminate. The most productive meetings are characterized by a relaxed, easy atmosphere and by a lively give-and-take in conversation.

The most important suggestion for organizational improvement in the Kaffee Klatsches was to increase significantly the number of meetings scheduled the first three months of school. At the beginning of the fall semester, many new student problems and misunderstandings can arise. In the spring, when school patterns of operation have been set, parents do not feel the same need for help.

Other improvements have been identified and will be explored. Morning meetings of this sort could be held occasionally on campus. Special subjects to be discussed might be advertised in advance.

In summary, parent-school relations have been strengthened through increased contacts this year and it is hoped that such understandings can further cement teamwork among parents, teachers, and students.

MORE AND MORE SCHOOLS are sponsoring dinners and community programs honoring students for scholastic achievement. The most successful ones involve the community as sponsors.

Fordson High School (Dearborn, Mich.) has, as special guests at its annual activities banquet, all students who have made a contribution to the high school through extracurricular activities, honors earned, and scholastic achievement. The teachers act as hosts and waiters.

Community High School District 88 (Villa Park, Ill.) held a community sponsored dinner for all merit scholarships finalists.

Did the Family Show Aunt Hatty Your High School Last Sunday?

The American high school buildings are one of the most unique, tangible assets of our culture. These buildings can become a major factor in implementing an expanded program of public relations involving more citizens.

RUSSELL E. WILSON

THERE was a time in America, and perhaps you were a young high-school teacher then, when the long-awaited Aunt Hatty came to town to see the family, and the family, with rightful pride, drove Aunt Hatty out to see the high school. For in those days our people were building America—clearing new farms, building new towns and cities, *and* building the new high school which was likely to be the largest, and the best, and the most prominent, public building in town. Then there was no need for educators to be concerned about public relations for school buildings. In those days the people and all their country cousins looked up to see the column—and tower—decorated edifice on the hill and felt, with pride, that this was good. Did anybody in your town show anybody's aunt, or uncle, or cousin, your high school last Sunday? If so, what was their reaction?

Even until today, and into tomorrow, in the eyes of our citizens our high-school buildings are still the most visible, tangible part of every local school system, and the sight of them certainly still creates public reactions. Are these reactions as favorable today? Which are more accurate? Here are some pertinent facts about school buildings to help you judge:

1. Most high-school buildings in America, built during the 1910-1940 decades, were so extravagantly ornate and so wasteful of space in wall thickness, corridors, towers, and grand stairways that not one town in a thousand is wealthy enough today to duplicate that same type of high-school structure.

2. The costs of building indices reveal that school building costs have risen *less* in the last two decades than have the costs of any and all other types of public and private buildings.

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3. The majority of new homes built in America in the last decade were sprawling, ranch style, one-story structures. These were more expensive to build than compact, box-like, two-story houses.

4. Conversely, one-story, spread-out high-school buildings are invariably cheaper to build, maintain, and operate than are compact, two- or three-story buildings; yet, the public frequently reacts violently and negatively whenever a one-story school building is proposed.

Isn't it fair to observe today that the variance between public reactions to school buildings and the facts of school building costs does suggest the quip, "Don't confuse me with the facts; my mind is already made up?" Since knowledge is a major ingredient in, and precedes, understanding, is not the major public relations problem concerning school buildings *first*, to equip educators with facts about buildings, and then to transmit such knowledge to our citizens? Is *understanding* even enough? Is there not an even harder task: To create emotional attachment to high schools, so that our citizens think and say "*my* school," rather than just "*the* school?" What are the ingredients of experience that cause people to say "my *home*" rather than "my *house?*"

Our insights into human behavior which provide answers to these questions can be our guides to a planned program of good public relations using our school buildings as a major tool in creating sound public support for our educational programs.

The very fact that our school buildings are prominent in the public view creates public relations, or public reactions. But in these days of a complex society, the automatic public reactions are not likely to be favorable to good support for our educational programs. Good school men realize that, in these times, our schools must compete actively for the attention and the affection of the general public, vieing with all the other institutions of society which seek public support. A ride past the local bowling alley on the way to the next PTA meeting will reveal to anyone the magnitude of the competition for the minds of men. Is it really reasonable to expect the man on the street to pay school taxes every year of his life, willingly and graciously, without knowing why or what the values are?

Public Reactions to School Buildings Can Be Improved

It is timely for educators to re-appraise their public relations programs regarding school buildings. The population increases and the shifting emphases in instructional programs of the past decade have created tax resistance pressures in most American communities against more school building tax dollars. In a very real sense, there is an element of tragedy and frustration in the popular impression that because new school buildings are more beautiful and more functional, they must be wastefully extravagant.

When educators today do re-examine the facts behind a public relations program related to school buildings, they will be pleasantly surprised. For once the educators will find that there is a good, solid,

defensible story to tell the general public about education and tax dollars. When most school building projects are *seriously* and *deeply* scrutinized, it will be revealed that the taxpayers are getting more value out of school building dollars than they are for nearly any other product or service which they purchase.

Educators should welcome the task of assembling and analyzing the facts about school building costs, for these facts, when compared with other taxpayer costs, will speak for themselves. They can form a solid foundation for a good school public relations program that in most communities will assuredly improve public reactions to school buildings. However, hasty and superficial analyses of building costs will lead only to further public confusion and resentment. It is likely, though, that when educators improve the reactions of the public to school building costs, some "halo effect" can be expected which will improve the public's reactions to other educational costs. It must be understood that the negative public reactions to school buildings involves factors much more fundamental to the welfare of society than just tax dollars.

While later portions of this article will describe several specific recommendations regarding school buildings and public relations, at this point it seems more important to establish three broad, general concepts as the basis for public relations programs involving school buildings. These broad concepts are directly related to the deeper public concerns about school buildings. Within this context, no differentiation is intended between high schools or other types of schools:

First, educators should communicate the positive story of the wisdom and economy of tax money invested in school buildings. The factual record of the past decade regarding the true costs of school buildings as compared to other types of building costs is a good story which will stand on its own merits. It is a story that educators can be proud to make known to the general public.

Second, educators should implement the community school concept which will bring about multitudinous uses of school buildings by all citizens. The implementation of the community-school concept will multiply the uses of school buildings by ever-increasing numbers and segments of the general public. Since in most communities in America its public school buildings are the largest and most expensive capital investment paid for from local tax sources, increased uses of these investments are socially, educationally, and economically sound. It seems axiomatic that the public reaction to wiser uses of community investments will be positive.

Third, educators should establish, in the minds of the public, the direct, functional relationship which exists between school building facilities and the kind and quality of the instructional programs. The direct and functional relationship between instructional programs and school building facilities must be explained and demonstrated repeatedly to the general public. This third general premise for a public relations pro-

gram involving school buildings warrants the most thoughtful and persistent attention of all, for the most widespread and the most negative public reactions to school building tax programs have, in the main, been caused by sharp differences of opinion over the kinds and the extent of school facilities to be built. More careful analyses of the causes of failure of school bond issues frequently reveals that the fundamental issue revolves around disagreement over the basic purposes and the worthwhileness of public education.

It is conceded that tax groups and other pressure groups frequently exert sufficient influence to defeat numerous local school building programs. However, at the present time, the largest single group in most American communities is composed of the voting-age parents of school children. It is this majority group and their children who benefit the most, and the most directly, from expenditures for public school buildings. Yet it is saddening to record that the majority of school bond issues are lost not primarily because some eligible-to-vote parents frequently vote, "No," but more significantly because, in most school bond elections, the majority of this parent group *never even went to the polls.*

Public apathy, disinterest, and inertia are the largest enemies. Is it not, then, the essence of clarity that the major emphasis of public relations programs involving school buildings must be directed at establishing in the minds and hearts of the mass public the direct relationship between the instructional program and the appropriate physical facilities which implement it?

Until there is general public acceptance of the kinds and the extent of the instructional programs to be offered in a local community, it is more than futile to try to "sell" school building programs; too frequently it is disastrous. To be specific, when a proposed school building is at an early stage of consideration, there may be some general public discussion and some mildly expressed disagreement about "expanding the home-economics program," or "increasing the opportunities for creative self-expression." More frequently, there is a complete lack of comprehension of the broad implications of these generalities for school building facilities, size, and costs. The volcano really starts to erupt when, a few years later, the building is opened to the public. For here to be seen, felt, and talked about is the concrete, tangible, permanent evidence of the underlying public disagreement over not truly the school buildings and their costs, but rather the purposes of public education itself. Herein lies the ingredient of the old saw about superintendents of schools: "Build a building and leave town."

Some Specifics for Improving Public Attitudes

The well established psychological basis for creating and changing public attitudes has applications for public relations programs involving school buildings. The specific task in this instance is to create the public feeling that their school *house* is their school *home*. Simply, but

truly, the public must then spend time in their school home; must feel welcome in their school home; must participate in decisions regarding their school home. School policies and programs can be structured to cause these kinds of social behavior patterns.

Local school leaders who have improved their school building relations programs report success with these specific techniques:

1. Create a glowing sense of pride in your school staff and students. *First*, in their educational achievements and *second*, in the contribution that the school building makes to their welfare. Structure the activities of the staff and students so that through involvement, through acceptance of responsibilities, through evaluation, and through feeling of belonging, these key people develop a feeling that their school is their home-away-from-home.

2. Adopt and promote building use policies designed to increase wider use of school buildings by all segments of the public. (An examination of some local school district policies suggests that they have been designed primarily as an additional source of school revenue.) The most successful building use policies are based upon: (a) implementing the community school concept, (b) expanding the school day and the school year, and, (c) devising special community events which utilize school buildings more fully.

Numerous, specific examples of these kinds of programs are recorded in the yearbook of the National Society for the Study of Education devoted to the "Community School." The Mott Foundation in Flint, Michigan, has recorded in their publications the successes which can be achieved in better uses of school buildings. The special program of "Grandparents Day" in Lansing, Michigan, is another successful way to bring hundreds of citizens into the school classroom, many of them for the first time in decades. The "Lighted School House Program" is a nation-wide success in our neighboring democracy, Canada.

3. Establish a "Welcome to your School" program to implement building use policies. It simply is not sufficient merely to issue an invitation to the public to visit their schools. Citizens should be welcomed back into their schools as long-absent partners in the joint home-and-school task of educating youngsters. They can be made to feel more welcome by: (a) locating public parking lots easily accessible to school entrances; (b) erecting readable street signs directing visitors to open parking lots; and (c) posting signs inside school entrances which welcome visitors and which direct them to the office, to information desks, to places of public use.

But a "welcome" is never complete without personal contact. A friendly face and a spoken word of welcome is just as important, and just as effective, with visitors to school buildings as it is with visitors to private homes. The chill that most school visitors feel when they step inside a school building stays with them a long time. There is substantial public relations value in instructing hall monitors, custodians, and teachers to seize the initiative, to step forward and greet visitors to school buildings as readily as they would visitors to their homes.

4. Give all school visitors some prepared materials to take with them when they leave. Some food for thought is just as important a "gift" to give a school visitor as are the favors and food which are offered to home visitors. The school gifts may be simply: school newsletters, high-school handbooks, school board policies, courses of study, and sample instructional materials. The value of a

gift is measured not by its price but by its meaning, so give them something to remember you by—and they will.

5. Personalize the facts and story of your school building. Arrange for your faculty and your students to know the facts. Is it more important and meaningful to your school patrons to know that:

a. The school swimming pool cost them a lot of money, or that drowning is a major cause of death of teenagers and that each year your school teaches hundreds of their students to swim with safety?

b. There is a commercial department in your building with thirty typewriters in it, or that each year your school equips eighty students to earn a living and help support a family?

Names make news and identification builds support; be sure the successes of your students and your staff are identified in printed stories and public conversations with the name of your school building.

6. For real impact, occassionally violate one of the "rules" of polite society. Don't stage all of the public meetings in the "parlor." When some of the rooms in your building are instructionally impassible, or poorly lighted, or poorly furnished, or are unsafe, violate the tradition of party planners and arrange to hold public meetings in your "bad" rooms instead of your "best" rooms. When the public is invited to see only a nice lawn, or a polished gym floor, or an attractive library, or an orderly office, it is inconsistent and unreasonable to expect citizens to feel keenly about unseen, inadequate classrooms and laboratories. It is even more pointless to expect citizens to take action about unknown hazardous boiler rooms, or unsafe ventilating systems, or unsanitary shower rooms, or stinky locker rooms.

New Buildings Demand New Approaches to Public Relations Programs

When the word is out, the public screams, while the educators cringe. At the fateful moment when the news breaks—"It is reliably estimated that the proposed new high school for Ourtown will cost X millions of dollars"—it is already too late to talk about an effective public relations program for a new school building. For "timing," not "technique," is the crucial element.

When you and your community are to "experience" a new high school, the timing of your public relations program will determine whether you and your school patrons are to experience the normal, parental joys of a happy, healthy new baby, or the depressing ugliness of a stillbirth. The planned gestation period for the development of a new high school is rarely too long and is most frequently much too short. The correct time, then, to activate your public relations program for a new high school is the precise moment that you conceive the need for a new building. For all too commonly it is a paralyzing shock to both parties when the school patrons and the educators first intercommunicate their own personal visual perceptions of what a new high-school building should be like. After the interested parties have listened through the routine of "You tell me your dream and I will tell you mine," the educators are apt to feel that the patrons were describing an igloo and

the patrons frequently conclude that the educators were imagining the Taj Mahal.

Five long, busy, throughtful years is about the right amount of time in which to conceive, plan, convince, and build a new high school. With sufficient time, a well-founded public relations program usually insures future happy occasions for both educators and taxpayers.

Some of the essential ingredients of a successful new building public relations program have been found to be: *first*, a well-organized cooperative school building planning process; *second*, a broad, two-way, public information program; *third*, educational specifications for the building project acceptable to the educators, the board of education, and the school patrons. Each of these major ingredients warrants additional explanation. But, first, some sights should be set.

The occasion of building a new high school is a rarity in the educational history of even large communities. It is well to break our chain of thought and ponder for a moment upon the uniqueness of this community opportunity. For truly, the educational scope and the philosophical implications of a new high school are sufficient to challenge all school faculties to their greatest professional efforts, while the magnitude and cost of the project are sufficient to capture the focus of attention of even the most apathetic citizenry. The occasion of a new high school is usually the greatest opportunity educators have to take giant strides forward in improving the educational programs under their directions. The simple, little, white lines on the blue-prints approved by the educators are transformed all too soon into reality as strong as bonds of iron around the educational opportunities of several succeeding generations of children. Should we not hope that the bonds of iron will have the characteristics of imagination, creativity, and loftiness like the Eiffel Tower and the Big Mackinaw Bridge rather than the human bondage of handcuffs?

But, to return to the major ingredients of a public relations program for a new school.

First, another comment is in order on the cooperative planning process. Numerous professional publications describe fully the operation and purposes of cooperative planning. Here it is essential to note that the primary purposes of involving large numbers of school personnel, consultants, and lay citizens in discussions of modern school programs and the requisite physical facilities are: (1) to secure the general public relations benefits of involvement of people, which are discussed in other sections of this publication; (2) to seize upon the uniqueness of a new high school to make major progress in up-dating the instructional program; (3) to up-date both educators and laymen regarding modern school building techniques and practices.

Second, another comment on a two-way communication system between the cooperative planning groups and the citizenry at large may help to emphasize this process. It is less than effective for a high-school planning group to retire from public view and, months or perhaps years

later, spring forth upon the unsuspecting public with fully developed plans and financial programs for a new building. A play-by-play description of planning developments must be registered with the general citizenry. Public reactions and side-line coaching while the game is being played must be accepted and countered. Other sections of this publication explain the techniques of such communication systems.

Third, the public relations value of educational specifications is so great that further comments are in order. The context of the matter is that school buildings should be built three times: *once*, as described in words, in a document called "Educational Specifications," as a functional school building to house a locally accepted educational program; a *second* time, as described and sketched in the specifications and drawings developed by the architect; and *again*, as a reality of physical materials in the completed building.

The point of this discussion is that the time to stage the great debates and to arrive at the essential compromises over the building, its type, its size, its cost, and its facilities is during the planning period devoted to the preparation of the educational specifications. And this is the least expensive time to do it. When plans have been drawn and construction contracts let, "building changes" are inordinately expensive. It can be catastrophic public relations-wise to let the public "discover," during the Open House, new and wondrous facilities in the building which it had not expected. Therefore, it is sound to use the "Educational Specifications," as officially adopted by the board of education, before building plans are drawn, as the major communication device between educators, planning committees, and the public-at-large.

Some Specifics for Modern School Buildings

On Achieving Beauty

Like the pervading, incessant beat of a tom-tom, the theme surges through the community, "Yes, the new high school is beautiful, but it must be expensive. No, on second thought, it is outright extravagant." Larry Perkins, the creative school architect from Chicago, tells a delightful story about two young women. The gem of it may still shine through the inept retelling of it here. Imagine, if you will, two young women in the bloom of early maturity. Both are of the same age, both of the same weight, both built of the same materials, and both worth about a dollar or two if reduced to basic chemicals. Imagine further, if you can, one of these young women as the beautiful girl of your dreams, and the other young woman as the ugly witch of your nightmares. Is not then the essence of beauty in the strategic placement and arrangement of rather small bits of identical materials and colors? The costs of the building materials are the same; extravagance is an extraneous issue. Beauty in school buildings is the one quality that comes for free from the creative imagination of competent architects; everything else about buildings costs money.

On Evaluating Costs

Since one of the major public reactions to new schools is over costs, it is incumbent upon the school leaders to meet its "cost" problem head-on. Previous sections of this section noted that: (1) the nation-wide analysis of new school building costs is an optimistic story, for new schools cost less, comparatively, than do other types of buildings; (2) it must be recognized that new school building taxes are most often the largest direct capital expenditure from local taxes; (3) the major and most controlling factor in building costs is the kind and the extent of the instructional program to be housed, and it is not types of construction nor kinds of building materials. Thus the public relations program designed to win community support for school building costs must be based directly upon the curriculum and population requirements.

The good public relations story about cost is found, then, in measuring the dollars invested against the yardstick of how well the building meets the instructional needs of the school program and how well the building helps prepare youth for life. The 1960 yearbook of the American Association of School Administrators, which is devoted to school buildings, contains an exhaustive treatment of some of the more popular mechanical formulas used to analyze school building costs. It is made clear that superficial analyses of costs expressed in square footages or cubages or in quality levels of materials are frequently more misleading than they are informative. Bluntly, when school officials compare their school building costs, one against the other, by a measure such as square-foot costs, and try to take satisfaction from having a lower dollar figure, they are indulging in a pure fantasy of over-simplification.

Yes, school officials should compare their building costs with those of other communities and, yes, school officials should analyze their school building investments item by item and facility by facility. Yes, school officials should seek economy in materials and building techniques. In fact, school officials are urged to do a more thorough job of cost analysis by using good methods, such as those explained in the AASA yearbook. Through the use of these comprehensive methods of building cost analyses and comparison, educators can have a good, sound story to tell the taxpayers. However, like so many other material items—homes, autos, or motor boats—the true and complete costs of school buildings can never be known until all the expenses have been counted. The original contract cost is only a down payment. It is only a small fraction of the total expenditures on a high-school building which is likely to be used and maintained for over fifty years. The real costs cannot be totaled until the building is abandoned.

On Improving Communications

More than half of the school building bond issues presented to the public each year are passed successfully. Some reasonable inferences from this fact are that the general public wants good schools for the children of this nation and that the general public still has a great meas-

ure of faith in our educational profession. Conversely, our professional leaders thus have the responsibility to communicate to the public how school buildings do help provide good education. Many schoolmen have had successful experiences in learning how to improve their communications about new buildings. Some of their techniques are:

1. Distribute and discuss widely the proposed educational specifications for each new building project, for these educational specifications contain all of the final decisions and final answers regarding the nature and scope of the project. Previous sections of this article have discussed this more fully.

2. Prepare and distribute building brochures describing the building, building plans, and financial data. The most successful brochures include such items as:

   a. Building costs expressed in terms that are meaningful and easy to comprehend, rather than stating that the building costs X million dollars, or that the pool cost so much. Costs are related to the public's normal buying habits. For example, costs may be expressed as, "The average home owner who is buying his home on a mortgage will have his monthly payments to the bank increased by so much per month."
   b. Prepare a first and then a second brochure. The second includes forthright answers to the many questions collected from the early groups of visitors to the new building.
   c. Evaluate carefully the words used in names, labels, room signs, and designations on the building plans and in the actual building. Public reactions are emotionally charged by words themselves. There are significantly different psychological reactions to signs which read, *Teachers Workroom* instead of *Staff Lounge;* or *Physical Training Room* instead of *Game Room*, or *Dining Room* instead of *Cafeteria*.

3. Prepare the staff to communicate effectively with the general public and the student body about the new building. The training program usually includes: (a) staff meetings with the school architect in the completed building to explain the reasons for the features and the materials, *etc.*; (b) staff visits to other new school buildings with which the general public is likely to compare the local building; and (c) staff briefing sessions on likely public questions and answers about the building, such as those to be included in the building brochure.

4. Organize a series of open house programs rather than just a single dedication day. The series is established to appeal to various special interest groups, such as: (a) school board members and other public officials; (b) planning committee members; (c) local staff groups from other buildings in the school system; and (d) parents and selected community groups, such as businessmen, employers, and civic associations. Well informed guides and supplies of printed materials contribute to the success of these ventures.

School Buildings Are Here To Stay

Of all the activities in which the American people engage as they live and work together in their local communities, counties, and states, perhaps none expresses in material form, so many aspects of our culture as school-building construction. With its roots deeply embedded in the past, the school building is a symbol of the ideals of a free, self-governing people. This was true of the rough log cabin that housed a meager educational program in the frontier

community. It is equally true of the well-planned school plant which houses a comprehensive educational program in a present-day suburban school district. Its classrooms, its libraries, its laboratories, and its shops, filled with eager, inquiring children and hopeful, questioning youth, are as alive to the present as a busy street or a buzzing industrial plant.

With a look toward the future, the school building reflects the ambitions, the hopes, the aspirations, and the dreams of a people that is striving to move forward and upward to a way of life that is better, fuller, richer, and more rewarding than that which it now knows. At its best in form and appearance—as it stands majestically on the highest hill top in the village, or nestles quietly and unobtrusively on the bank of the small stream in the valley, or affords a pleasing contrast to the dull, monotonous tones of a tenement district in a congested metropolitan area—it is an expression of the aesthetic values of the people and their sense of what is pleasing and beautiful.

This sensitive and encompassing statement from the 1960 AASA yearbook sets the task of public relations programs involving school buildings. The social responsibility of all educational leaders is clear: *first*, to understand and believe in this statement themselves and, *second*, to transmit such beliefs to all of the general public. All school building public relations programs should be both directed to and evaluated by these nation-wide goals.

OFTEN THE MOST EFFECTIVE presentation of solid student achievement is through the "local boy makes good" approach.

Many high schools each year invite a graduate who now has a responsible position to address the student body. Bridgeport (W. Va.) High School selects a former graduate for the importance of the contribution he or she is making to the world.

Other schools have alumni speak at a special student assembly during the school year.

Whenever a product of the local schools can be heralded, parents and the most reluctant taxpayers are helped to see that their tax dollars invested in education have a solid return. They have visual proof that their investment has produced worth-while citizens.

A Public Relations Workshop That Works

Here's a master plan for a staff workshop from which you can build your own program.

DORA MARY MACDONALD

"A WORKSHOP is a shop where any manufacture or handiwork is carried on," says Webster. That definition is enough to make one lose faith in Noah. A school public relations workshop deals with neither manufacture nor handiwork. It is an in-service course for teachers, to which they make their own contributions.

Part of the success of such a workshop depends upon the attitude of the teachers. Just as parents with problem children do not attend PTA and school affairs which might be beneficial, educators with a poor concept of school public relations—the ones who say, "I'm paid just to teach" or "My time's my own outside of school hours"—frequently resent a public relations workshop. It is a known fact that these flies in the ointment react more favorably if the request for and carrying out of the workshop come chiefly from teachers rather than administrators. To arouse teacher interest, a build-up might be given on public relations in other organizations, such as business and industry.

Since a school public relations workshop is for the staff, it is better that only teachers and administrators participate, except for selected leaders of certain groups. There is more freedom in discussion if the personnel is limited to educators. When pupils, parents, and representatives of community organizations are included, the nature of the discussion is changed.

With the type of workshop presented here, ideally the time allotted should be five hours, plus time for a speaker, plus time for a luncheon or dinner. This schedule allows one hour for each discussion period. Some workshops cut discussion periods to 45 minutes, some hold each discussion period a different day, some eliminate a speaker, and some have fewer topics for discussion. The workshop has more impact if it is conducted in one day. However, if the staff of one building is holding it, probably a series of after-school periods is more feasible. This article is based on a workshop for all high-school teachers in a system, but it can be adapted to the building level.

Mrs. Macdonald is Director of Public Relations for the Duluth, Minnesota, Public Schools.

A workshop begins with a small but enthusiastic general committee in which teachers predominate. One of the first duties of the committee is to select a keynote speaker—a dynamic person who can inspire people. Some workshops take off with a light touch by showing the filmstrip of cartoons "School Birds," published by NSPRA (National School Public Relations Association), a department of the NEA.

The committee gathers and studies public relations materials, which can be obtained from textbooks, from NSPRA, and from many state education associations. Next, it selects topics to be discussed. We suggest four areas of discussion dealing with the teachers' publics—the profession, pupils, parents, and community. A bibliography of available material is prepared, with references to each topic, and a general guide is prepared for each discussion. The public relations committee of the Minnesota Education Association (41 Sherburne Avenue, St. Paul 17, Minnesota) is publishing a booklet which can be used as a guide for discussion groups. A skeleton guide might be something like this:

The teacher and the profession—pride in the profession . . . ethics . . . working together harmoniously . . . solving competition for a student's time . . . regard and understanding of each other's subjects . . . keeping a common set of standards . . . writing for professional magazines . . . joining and working in professional organizations.

The teacher and the pupil—the problem of the boy who works after school . . . putting public relations into the school publication . . . being friendly, but not a peer of students . . . discipline . . . homework assignments . . . extracurricular responsibilities.

The teacher and the parent—getting parents to school . . . preparing slides to show class at work . . . getting parents into school life, to chaperone parties, to accompany athletic teams . . . enlisting parents' help.

The teacher and the community—joining and working in clubs and civic organizations . . . presenting pupils to the public . . . operating a speakers' bureau . . . sponsoring Education-Business Day and American Education Week . . . knowing basic facts about the school system . . . distributing professional magazines and reprints of articles on education.

It takes simple arithmetic to determine the number of discussion leaders needed. Divide the number of participants by 20 to 25, which should be the limit for each group. In general, discussion leaders should be teachers, with a sprinkling of administrators. However, if professional public relations people are available from business or industry, they are invaluable for the section on *The Teacher and the Community*. Representatives from the press, radio, and TV should lead discussions on publicity.

Teacher leaders meet with the general committee for orientation. They are given the bibliography and skeleton guide. Publications listed in the bibliography are available to them and the chairman sends them any new material that may arrive, such as NSPRA publications and articles appearing in current magazines. Leaders will undoubtedly expand the guide. Some may send out questionnaires to pupils or parents to obtain

more ideas on such questions as: What do you like best about a teacher? . . . What has any teacher done that has made you feel closer to the school or that has helped you to understand the local schools better?

Leaders are given one rule: *Only constructive suggestions will be permitted.* Following such a rule prevents meetings from deteriorating into gripe sessions. It is a good idea, too, to limit the time and the number of times each participant can talk in a session.

A chairman is appointed for each section. His duties are to introduce the leader and check if there is a question about who should be in attendance.

The committee sends letters to all teachers stating the date and hours of the workshop, the topic for each discussion, and the suggestion that participants come prepared with problems and constructive suggestions.

The next step in planning is the mechanics of organization and scheduling. The sections are scheduled for the hour and place of meeting.

An assignment sheet for 100 participants might be:

Section	Time	Group	Group	Group	Group
I. The Teacher and the Profession	10 a.m.	A	B	C	E
II. The Teacher and the Pupil	11 a.m.	B	C	D	A
III. The Teacher and the Parent	1 p.m.	C	D	E	B
IV. The Teacher and the Community	2 p.m.	D	E	A	C
V. Publicity	3 p.m.	E	A	B	D

With lists of names of teachers and their subjects in each building, the committee assigns groups, of 20-25 to each section, including in each group staff members from each building and each subject matter field. The purpose of this grouping is to give teachers an opportunity to understand problems of teachers of different subjects and to become better acquainted with the city-wide staff. Administrators are assigned to each group. Keeping the groups intact throughout the workshop makes it easier to schedule them and helps to eliminate repetition in discussions. However, some teachers prefer that the composition of the group be changed each hour.

With the groupings completed, the committee makes out individual assignments on coupons. It helps to avoid confusion if the color of the coupon is different for each section. Each participant receives five coupons, which contain the following information:

NAME____________________ SCHOOL____________

Please attend section_____, division_____, in room_____ at_____ A.M./P.M.
and hand in this coupon to the chairman.

The division is needed if the sections need to be divided. Each chairman is provided with lists of participants for each period. With such a list, he can appoint a recorder for each hour. A master list is kept by the general committee members, who sit at an information desk, provided with extra coupons for those who forget or misplace the originals.

The coupons are sent to the individual teachers (or distributed in the buildings) along with a letter asking them to follow the schedule so that sections will remain balanced. The general rule is also stated: Only constructive suggestions are to be made.

Recorders and chairmen should serve at only one session *each*. Recorders turn in their notes to the general chairman who summarizes them and gives a summary to each participant.

The lengthy summary of a Duluth, Minnesota, school workshop for 800 teachers included such notes as: "Professional ethics are all-important. . . . Avoid destructive criticism, but if we must gripe, keep our criticisms within the profession, where they can be used constructively—don't take them to the public. . . . Lack of ethics is shown when teachers don't attend conventions or meetings, especially when there is released time. . . . Don't discuss pupils, parents, or coworkers adversely with others, unless we are remedying a bad situation. . . . Respect confidences. . . . We must be realistic about our responsibilities—we know we can't punch a time clock or eliminate clerical work. . . . Recognize authority of administrators, but feel free to offer suggestions. . . . Work harmoniously with others. . . . Abide by standards of the community." This is the type of discussion that comes out of a workshop.

Following the meeting, an evaluation sheet is sent to each teacher and these evaluations are summarized by the committee. A copy is sent to each building. The topics for evaluation include:

1. General organization—planning, tickets, grouping, location, total time spent in workshop, time spent in each session.
2. The workshop—in general, in individual sessions, participation, leaders, keynote speaker.
3. Recommendations.

On the Duluth evaluation sheet, the most frequently mentioned comment was on planning. Workshops in general ranked next—provocative, instructional, helpful, valuable, interesting, stimulating, worth-while, informative, inspiring, enjoyable, excellent. The 4-star comment, as evaluated by the general committee, was: "Efforts of the committee are greatly appreciated."

Workshop follow-up activities should be considered at building faculty meetings and in committee work. For each building, activities might include active membership in the National School Public Relations and subscriptions to public relations materials. A committee could publish a monthly bulletin or Public Relations memo, including material from publications, references to articles in national magazines, and examples of good local public relations contributed by teachers.

Bridging the Gap Between Elementary and High School

It takes firsthand experience to help elementary- and high-school teachers understand each other's programs. Both the school and community benefit when the staff is well informed.

WILLIAM G. FIEDLER

WE HAVE often wondered why our students who go into the high school do not make better adjustments. It seemed to take several months for them to become oriented to the transition. This situation was brought into focus when we held a seminar with the high-school teachers last spring. Many of the teachers expressed a desire to know more about what the elementary schools were doing. Particularly, they wanted to know what was being taught in the seventh and eighth grades.

There was a feeling that teachers in the elementary school seemed to coddle the youngster, that the pupil didn't show enough iniative, that too many details were insisted upon by the teachers. Then too, there seemed to be need for a review of subject matter taught in the elementary grades and a better understanding of what should follow in high school. For example, since we have up-dated our elementary science program in the grades, should we not re-evaluate the program in its entirety from the beginning in elementary school to graduation in high school?

The high-school teachers became so interested in this problem, that we decided to analyze it and do something constructive about it. A pilot committee consisting of two elementary-school principals, high-school department heads, and high-school principals recommended that to ease operation and to facilitate arranging teachers' time, it would be better to have one elementary school and one high school make independent studies. In this way, we hoped to gain a more realistic approach to this important problem, and to simplify arrangements for visiting between schools without too much disruption of regular activities. This proved to be a wise move.

Mr. Fiedler is Assistant Superintendent of Schools, Union City Public Schools, Union City, New Jersey.

Our next plan was to meet with the principals involved and to suggest that they select from among the seventh- and eighth-grade teachers those folks who expressed a real desire to participate in visiting the high school and spending a day with teachers who would later teach their graduates. In the high school, the principals and heads of departments would similarly select those teachers who were among the most interested group who wanted to visit and learn more regarding the situation in the elementary grades. These folks then gathered for a discussion that followed this outline:

1. What is being taught in each area of subject matter?
2. What is the approach, what teaching techniques are being used?
3. How much is expected of the students in the way of initiative, research, book reports, compositions, homework, class participation, trips, and so forth?

Share Textbooks

Prior to this meeting, the texts used in the grades were supplied to the high-school teachers. Science, English, and mathematics texts from high school were likewise given to the grade teachers. This meant that they could take them home for leisurely review. As a matter of fact, few of either group had seen the other texts.

As an outgrowth of this area of study many pertinent questions arose. One particular criticism was that much of the science that was found in the general science course in the high school had already been taught in the grades. Also, a great deal of high-school biology was already part of the eighth-grade science work and was repeated in high school. In mathematics the question was: When should we begin the teaching of algebra and how much should be given in the grades? English and history likewise posed problems and one enlightening discussion had to do with the increased assignments of book reports, library practice, composition as regards to procedure, habits, neatness, home study, review, and testing.

Exchange Visits

The elementary-school teachers visited in the high-school first and had luncheon with the high-school teachers. They sat in classes and, in general, saw how the high school operated. Some had never been in high school since their own days at school. At the close of this day as we gathered for an interchange of ideas and questions, it was most revealing to note the high interest. Particular concern was felt for the lack of close contact with students, more rigid demands on student time, accepting carelessly done work, and the wisdom of in-school study periods. There seemed to be a feeling that students were held to higher standards of work in the elementary school and that slovenly habits were sensed in work and behavior.

The next week the high-school teachers visited the elementary schools and saw firsthand what takes place before the pupils become high-school students. Questions again were plentiful. Among them: How do you get better written work since there is a marked difference in meticulous care taken in the writing and making of book reports? Real appreciation was expressed for what they saw being accomplished. Again, many high-school teachers had not been in an elementary school since their own school days. An entirely new conception of what each group is endeavoring to do was realized.

Each group then met to discuss what was seen and to ask of each other: How best can we realize a continuity of learning? Instead of two separated schools, how can we better coordinate our work so that a smoothness results from grade one to high-school graduation? Why is there reorienting at grade nine? Why the let-down? Why the shift in attitude from what is held up as standard practice in the elementary school? Should we not demand better writing, spelling, punctuation, and respect for good work as a continuing effort? Are we not at fault for permitting poor habits to be formed at any grade or time along the way?

An interesting out-growth is that teachers agree that we collectively should demand more meticulous work. Here is where the parents come into the picture. We have felt that the PTA presidents and other interested members can profit, too, by hearing these discussions. As they were part of the team in our high-school seminar last year, so they will be with us in these discussions. The parental cooperation is most essential if we are to realize our goals.

This will be a continuing project; it will mean that we will approach the time when there will be better appreciation among teachers of each school for what the other is endeavoring to do. It is our hope that next year another group will repeat this procedure, and still another, until all have realized this experience.

The high-school guidance counselors are also included in this project. They have had the opportunity of meeting with the eighth-grade teachers for many years past and of counseling with parents and students before elementary-school graduation.

A suggestion that has resulted as an out-growth of these meetings is that we prepare a handbook for teachers embodying the findings, recommendations, and pertinent current articles relating to many of these problems. Since this project is still in progress, recommendations of the committee members cannot be reported at this time.

Keeping Your Alumni Tuned In

Alumni and your school is a "natural" association. Former graduates can be your closest community tie.

MILTON WARTENBERG

IN MANY respects a high-school's alumni association is its most direct contact with the immediate community. In addition to this contact, there is also the consideration that an alumni association is predicated, perhaps more so than any other type of formal group, on working with a school and aiding the school in achieving desired goals. It is a "natural" relationship that can foster better community-school relations.

At Salem High School in Salem, New Jersey, we have an extremely active and successful alumni association, eighty-two years old, which has met regularly and worked with the high school over this entire period of time. Officers of our alumni association claim that the organization is one of the oldest, continuously operating groups of its kind in the nation.

It is important to point out that built into this alumni association is the mechanism for graduates to assemble and renew, at least once a year, formal ties with the school from which they were graduated. This is the important base from which an alumni association is able to effect a closer relationship with the school and bring to the community a better understanding of it.

There are two major areas that particularly concern our alumni association. The first area might be termed the traditional. This approach is probably followed by most associations, in varying degrees. It is important because of on-going contact with school and community—a liaison relationship might be the proper term for this approach. It is also important because the personal nature of the activities appeals to the graduate. It might be best to list these group activities now and then explore other less common methods of implementing, even to a greater detail, the role an alumni association might play in school-community relations. These activities tend to fall into the following categories:

1. *Relations with Students*—Almost since its conception, our organization has been offering both scholarship and loan funds. It has made other leaders in our community realize the importance of establishing monies to aid our young graduates in pursuing their education beyond high school. Since the alumni's original scholarship offer, we have had many organizations follow suit.

Mr. Wartenberg is Principal of Salem High School, Salem, New Jersey.

At graduation, the alumni association offers a cash prize to a student who most typifies the ideals of Salem High School. Although this cash prize might not be the largest in total amount, it is the most coveted. This prize aids the school in emphasizing the positive objectives it hopes to achieve.

Last year we began a program of assemblies, produced by members of the alumni association, to explain to our students the purposes of the alumni association and other points of interest. These assembly programs are appealing and worth while because students identify themselves with the people who they know are sincerely interested in them and in the school.

Social activities also form a part of the program. The alumni association holds three dances a year and invites our students to attend. However, these activities reach their zenith on the night of graduation, when the entire graduating class is formally inducted into the association after an impressive ceremony.

The final activity in regard to the alumni's relationship to students is being considered for introduction this year. It is proposed that each year a successful graduate of Salem High School be the main speaker at commencement. The alumni feels that this approach will be more realistic and lasting than the traditional commencement speaker who may be a fine speaker but whom the students do not readily associate with themselves.

Probably, the most beneficial aspect of this varied program is the reaffirmation, in the eyes of the students, of the importance of the school.

2. *Relations with Faculty*—Each year the alumni association selects a "Teacher of the Year." This is an award giving recognition to a member of the faculty for meritorious service to education over the years. The award receives a great deal of publicity in the newspapers. It is actually presented at one of the football games in view of large crowds, with further honoring of the recipient at a dance the night of the game.

The alumni association also works with members of the staff in making selections for scholarship awards and loan information.

3. *Relations with Community*—The alumni association has relations with the community on a commercial basis. The association has an annual rummage sale and operates the refreshment stand at the athletic field. The revenues from these operations are used to implement the program mentioned above. The association also has assumed certain leadership responsibilities with various municipal committees in improving such things as physical facilities at the school fields.

All of these activities have merit. They bring the school and lay groups together; they emphasize to our students the importance of education; they give recognition to the endeavors of the faculty; yet, in the sense of complete school-community relations, they may not go as far as is possible.

Earlier in this article it was suggested that an alumni's association with a school is a "natural" relationship. The list of suggestions that follow are either now being discussed by our association as additional activities or as possible fields of exploration for alumni associations to consider. They are the second area to consider.

Involve Alumni in Curriculum Understanding

The alumni association should be a group that fosters in the community a better understanding of the rapid changes that are occurring in the modern secondary-school curriculum. It is not uncommon to hear the older graduate remember "how it was when I received my diploma." It would seem logical to develop a mechanism, such as joint alumni-faculty meetings, to discuss the curriculum changes. There would also be values obtained by having alumni members spend a day in school, following a regular roster, and meeting with the faculty. This type of approach would have more depth and perception of the job the high school is doing today than would the practice of imitating the college program on homecoming weekends.

The approach of working with the alumni association toward a better understanding of the curriculum can have other positive ramifications. It is from the alumni groups that lay educational leadership also develops. Aware and interested alumni become excellent members of lay committees, working with the school and possibly becoming future school board members. This process seems the natural manner of involving the development of private citizens in the understanding of the school's role. All too often we have had people selected for school boards or citizens' committees whose only claim to fame has been a criticism or a misunderstanding of what a school is trying to do.

Alumni Can Serve as Resource Persons

The alumni association can serve as a great reservoir of resource persons for our instructional program. Just as our schools represent a cross section of all the people, so, too, do our alumni associations represent a cross section. We are now in the process of developing a speaker's bureau enabling our teachers to invite members of the association to speak to our students about areas which they are qualified to discuss. Such a bureau not only can enrich the instructional program itself, but it also can aid in strengthening the vocational guidance aspects of a school's total offerings.

These types of activities encourage the positive approach, which will help minimize one of the dangers of such organizations as the pressure groups. By involving and working with their school graduates in worthwhile endeavors, by honestly informing them of accomplishments to be proud of and problems to be solved, and by giving them opportunities to observe firsthand what is taking place in their school, you are building good school-community relationships.

It has been the writer's experience that, by keeping constantly in touch with the alumni association and developing an atmosphere to permit a free flow of ideas both ways, a principal can really solidify a positive relationship. An alumni association that has only a narrow and restricted function to perform can develop misconceptions that may possibly lead to misunderstandings.

Alumni Can Assist New Teachers

Alumni associations can also assist teacher organizations in outlining programs for new teachers. They can most readily bring together the community and the school. They can introduce new staff members to churches, civic organizations, recreation facilities, and many other similar community assets.

I could not possibly conclude without discussing the greatest personal value that has come to me as the principal of a school in dealing with an association such as we have in Salem. When I had just assumed my present position, the association kindly invited me to their executive board meeting, a week after my arrival. This first meeting was my real entry into the community.

From this, I was introduced to other alumni members, and from these associations I met still others. These first meetings led to talking before parent groups, civic organizations, and other community organizations. These contacts were, I believe, more quickly accomplished because of the assistance given by alumni. I feel that these meetings with the community enabled me, as a principal, to understand the community better and to become a part of it within a minimum of time.

ALUMNI NEWSLETTER KEEPS GRADS IN CONTACT

A regular alumni newsletter prepared by the alumni association and the high-school office staff keeps the Atascadero (Calif.) Union High-School graduates posted on current activities and problems. It also helps focus alumni attention on the scholarship the association presents to a graduating student each year.

Principals, People, and Principles

A journalist looks at the communication problems of principals and offers valuable advice in a witty presentation.

CHARLES O. COLE

RELAX! You need to, if you're the busy man I think you are. All day today your office or your telephone was clogged with teachers, students, perplexed parents, board members, eager salesmen, and possibly even the coach.

I'm a news reporter. I've got no problem for you. Maybe I *do* have a solution for you. But before we get to the meat, let's chew the fat. If you're still with me, dear reader, you have come this far for the very reason that will form the heart of my message: your interest was snagged in that first paragraph because it was written with you personally in mind.

Now: one thing that gives headaches to many a principal is the problem of keeping his community informed about what's *really* going on in the school system—other than athletics and taxes, I mean.

It's a problem because you need your community's support always, with that support springing from full understanding, you hope.

That a problem exists just may be partly your fault.

Now don't get mad and throw me aside. A lot of people blame you for everything, usually with little or no basis in truth. Well, I may put another gray hair in your head by blaming you for the lack of understanding in your community, but at least the message hereafter is a kind of jug of tint so you can hide that sign of age.

Sure, the reporters, editors, newscaters, or what have you sometimes seem pretty impatient. They may even seem totally uninterested about those statistics indicating a point nine one rise in the GPA in your school since 1911.

I propose to supply you with a few hints and how-to's which I'm pretty sure will help solve that problem. Particularly if you live and work in a town of about 60,000 or less (*way* less) population. So for a few minutes, try to forget that reporter who practically insulted you last week.

Let's get a couple of things firmly in mind now before we start dog-trotting toward this ambitious goal:

Mr. Cole is Assistant Professor of Journalism, Washington State University, Pullman, Washington.

1. Your community's communications media are just as interested in promoting anything and everything of civic or educational value as you yourself are.

2. By law, there is a wealth of information about your school that must be made available to those media since they represent John Q. Public.

If you don't know what information must be made public, according to law, then you'd best stop reading this and get back to a fundamental of your job. For the remainder of our little discussion, I'll presume you already know that.

Even though a lot of information from your office *is* legally open to public view and review, and even though reporters check with you regularly for it, they may forget, so it is a good idea to keep the reporters and editors fairly well posted on when that "legal" stuff is coming up, where they can get it in detail. *That will endear you to them,* so long as you don't make a pest of yourself.

Beyond the "legal" or easy stuff lies your genuine, hard-core public communication. It may not appear so, since it involves "stories" that may seem deceptively simple or even pointless so far as "direct income" is concerned for your public relations. But this is a place where most principals, unfortunately, fall flat on their busy faces.

They may know a "story" is walking around in their building; they may even be faintly aware that the "story" would be of interest to their community's citizens; but they don't know, apparently, what to do about it.

I'll tell you. And likely you won't have to do more than just mention a story possibility the next time you meet a reporter or editor.

First, you get a little black book. Every time you hear or run across *anything* that involves your office, your faculty, or your students and which whets your curiosity, makes you mumble, "Well, I'll be dad-blamed!" or otherwise affects you as a normal, curious, imaginative human being, then you jot down a note about it in that little notebook. *With names.*

Keep the little book as full as you can.

When the reporter or editor or newscaster calls, give him all the usual stuff he wants about the regular, legal information. Cooperate, and so will he. Then, before he hangs up or leaves the office, mention idly just one of the little items you've got jotted down in that book.

Mention it the way you would over dinner to your wife: As though it were a wonderful little commentary on human nature, or as though you just wouldn't expect that sort of thing from that sort of student—or teacher.

A reporter can smell a story a mile away, ordinarily. If he's worth his salt, he can smell a good feature story at least a half mile away. And if you help out by providing a scent, in an unobtrusive way, you're on your way to good public relations. Don't try to write the story for him, unless he asks; don't try to follow him around and thus give the appear-

ance of "censoring" his interviews with those involved in the story. So he makes a mistake! He will hear about it from a lot of people besides you!

If occasionally your suggestions turn out to be duds and the reporter does not respond, grin and bear it. The load isn't heavy—just disappointing.

Pretty soon, working it that way, you will get a reputation for being the best news and feature source in town. But don't let it go to your head; don't get "pushy" or they'll drop you like a hot potato.

If you can't quite swallow all this, pause and consider that man who is running that school near you who seems to get what you consider all the breaks in the mass media, and—more importantly—he seems somehow always to have the understanding support of his community. He may not be following step by step what I'm suggesting, but by George I'll stake a lot on my notion that he's coming pretty close to it.

Now let's stop chewing the fat and get to the meat. Are you relaxed? Good.

That "successful" principal I mentioned a second ago has probably discovered a rather open secret in this communications business. He likely did that by forgetting that nugget of college-memorized pseudo-wisdom that said, "Small minds discuss people, average minds discuss events, great minds discuss ideas."

In forgetting that bit of high-sounding nothing, that "successful" principal discovered backhandedly that people are the most interesting animals on Earth, and that people generally love to know as much as they can about other people—other *individual* people.

His next step, I'd guess, was in learning—perhaps by accident—that the easiest way to make facts about the services his school provides for pupils meaningful for the people in his community who will hear or read about it is to couch those facts in such language, *for the reporter* during an interview, that the reporter grasps just how readily understandable the whole thing is—in the principal's words.

When a new classroom is needed, it isn't because a chart on your wall shows the climbing birth rate for the past twenty years in your town; it's because just last month a great big tubful of babies were born at the local hospital—and the same thing happened six years ago, or seven, or eight. That's why a new classroom is needed for the first grade, or second, or third. Plus more teachers. And so on and on.

The same for a "mill." What is a "mill?" A unit of monetary measurement? Or bricks for a building for children? Or books for a library for the boys and girls in your school? Or salaries for teachers who are people's neighbors?

That "successful" principal has learned to "personalize" information—the legally required stuff and the feature angles—for the reporter, the editor, the newscaster. He has learned that Mr. and Mrs. Tom Taxpayer out on Oak Street will understand the school's needs, problems, and accomplishments every time the information they read and hear is

couched in "personal," meaningful, concrete terms. For instance, sir, why did you read past the first paragraph of this article?

Now I do not mean to imply at any point that reporters and editors are so stupid that they cannot see your story in "personalized" form. I do not mean you've got to try to make that new boiler you need for the heating system sound as though it were a crisis in the life of every family with a child in your school. I do not mean that every item about your school that is printed or broadcast must sound like two old friends chatting over cups of coffee.

I do most emphatically mean that you, your teachers, your students, and your school form a public communication goldmine because individual human beings are involved, each with a story to tell, each living and working and accomplishing in some way that, if considered in sufficient depth and with conscious wonder and curiosity, will provide some reporter or editor or broadcaster with a story he will prize highly.

It sounds rather too obvious, doesn't it? Yet, I fear too many principals get lost in statistics, and regard their teachers and students as impersonal numbers. Perhaps warm and even breathing numbers, but numbers nonetheless.

The stories I'm talking about—call them the non-legally required communications—will pay big dividends for you and your school because they will provide items for discussion—endless discussion—among the writers, broadcasters, readers, parents, teachers, businessmen, and what not in your community. And I am fairly sure that you will admit, privately if no other way, that about the nicest thing that could happen to your school would be for everyone in town to be so conscious of its presence that they'd talk about it, now and then, rather than get up in arms for your scalp at critical times when, let's say, public attention is focused by pressing necessity upon curriculum, a building program, or juvenile delinquency.

Would you like that?

So would the reporters, editors and broadcasters whose interest in good schools is usually equal to yours. But they are built in such a way that they rarely if ever could sit down and tell you what I'm telling you now. I don't know *why* they are so constituted, but you can believe me they are.

And if you'd like your community discussing your school, with understanding, you're the fellow who can be instrumental in seeing that it comes about. You are, like it or not, the public relations director for your school. Your personality, your relations as an individual with reporters, writers, editors, parents, teachers, students, and citizens all bear upon your community's understanding of your school. Your little black book, if used properly, can help your school move into a new era of community interest and understanding.

Why not give it a whirl?

Here's the first step in organizing that little black book: you can become a sort of odd-moment news hound. All you'll have to do is be able to "see" or "sense" a story. And all that boils down to is this: anyone accomplishing anything . . . any seeming paradox (the boxing coach raises hot-house orchids) . . . any new student or teacher organization . . . any prize or award . . . any election to office of any kind . . . any old-timers around the school (other than students, of course) . . . any signs of "progress" in mathematics, algebra, geography, English, foreign languages, home economics, and so on all the way through the curriculum. *Anything that truly interests you as a human being will likely interest most other human beings—and reporters.*

The list is endless. But usually you don't have to do the reporter's job for him, you don't have to write the stories, you just have to "tip" the reporter that the stories are there. True stories, legitimate news or feature stories, valid pieces of information. Stuff that people want to know about other people.

So much for that slice of meat.

You can also help your superintendent work wonders with the stuff the law requires you to make public. Budgets, bids, board meetings, taxes.

With all that sort of thing, you can do a form of "personalizing" that will at least give it a good chance for the printed page, in readily understandable and interesting form, or for the airwaves in an easy-to-listen-to form.

Remember, though, that the media writers will handle it in their own way—all you have to do is provide, unobtrusively, the idea on how it can be personalized. You will personalize information the same way that "best" teacher on your faculty handles the subject matter: Make it meaningful for the individuals who are supposed to consume it.

When you or your superintendent are interviewed about the need for the items in next year's budget or the upcoming (or past) bid opening, then keep in mind that you are not discussing some abstract thing at all. You are talking—and you hope the reporter will be writing—about people. People with names, people who said things, who took stands, who made points, who complained or praised.

Perhaps a bid opening means a new gym for your students, with better showers and lockers and better student morale.

But whatever that bid opening might mean, it most certainly means worlds more than just the announcement that the McGillicudy Construction Company will start work next month on a $200,000 gymnasium where basketball fans will see the local team in action next year. Oh, yes! Much, much more. And you know it!

Budgets are not dollars, really. They're that, obviously, but they're ever so much more. They're a way of saying—in accountant language—that Susie Perdue or Doug Cannon will get to study in a better lab next fall, one that's fully equipped at last. Or it may be better and bigger

meals, if you've got a hot-lunch program . . . or better and more comfortable desks . . . or more chance to learn. That list, too, is endless.

Remember: Everybody in town reads, listens to, or looks at the mass media the same way you do—in an easy chair in the living room after dinner, or over breakfast coffee. So make your information comfortable, easy to understand, personalized for *individual*—not mass—consumption. Make it pleasant, wistful, heart-warming, understandable, digestible food for thought. But don't ever expect your vegetarians to chew and swallow huge roasts of beef. Suit the food to dietary likes and dislikes, then the "health required" dish will be eaten, though it may be quite tasteless.

You have buildings full of people. Why not help your communications media people get that story of people out to your community? Why not take education out of the realm of statistics and abstract numbers and educator-lingo and put it back where it belongs, in all media: in the world of living, loving, laughing, thinking, ambitious, achieving, humble, proud, worthy, serving, striving *people*.

All of the suggestions I have offered will work equally well for your letters and bulletins, too. Personalize them with plenty of names. Use personal nouns and pronouns—boys, girls, him, her, he, she. And do not forget pictures in which there are people as well as buildings or labs or what-have-you. The people I mean are pupils, parents, and teachers.

When your write that letter or draft that bulletin, forget cold formalities. As you write, talk with the typewriter as though the person were sitting right across the desk from you. Talk to *him*. The same technique applies if you're writing for a wide audience in a bulletin, for, after all, those things are read one at a time by one person at a time.

Finally, if you don't object, I'd like to speak from experience as a newspaper reporter. I'll be brief.

I always enjoyed reporting and writing about what went on in the school system in my city, and in a lot of the schools in the smaller towns nearby. I think most reporters do enjoy that sort of thing. My editor usually printed what I wrote about any of the schools. But, with the never-ending flow of other news and out of necessity because of staff size, there was never enough time for me to get really well-acquainted—not to the point where I could discover more than a pitiful few of the hundreds of individual, interesting stories about the administrative, faculty, and student people. That those stories were there I knew; but before they could be dug out, I would have had to devote a lot of time getting to know all the people involved, so that I personally could "see" or "sense" the presence of a story. But there just wasn't enough time. There just weren't enough reporters.

Rarely did any principal I met "tip" me on a possible story. But the few times when they did, I went full steam ahead and everybody was happy. As often as not, there really wasn't what you'd call a truly wide-interest story there either, but school news is so important I worked

extra hard to dig out and make presentable and readable that semi-story. And it required time that rightfully should have been devoted to other and perhaps equally important civic occurrences.

You, Mr. Principal, are "next to" and intimately acquainted with hundreds of personal stories, stories that everybody in your community would like to read or hear about, stories that would be printed, would be broadcast, would affect most positively your long-range public understanding-public relations picture. But unfortunately, your local communications media are not so staffed that a full-time person can be assigned you. So, for good or bad, it is pretty largely up to you. The media people will cooperate, so long as you don't try to coerce them or force upon them your estimate of news or feature value. On *that*, I would stake quite a lot.

They don't want empty propaganda from you or anyone else; they do want the hard facts about the valuable services your school renders people. They don't feel any obligation to "protect" you; they do feel obliged to help improve your school and your city, insofar as is humanly possible. They should never be given a half truth or only one side of an issue; they should be dealt with fairly, honestly. They are not your mouthpiece; they *will* help you speak. They are your friends, if you wish it so.

Could you ask more, in all sincerity?

Are you still relaxed? Good.

PUBLICIZING STUDENT ACHIEVEMENT

NOTHING BREEDS SUCCESS like success. Lawrence (Kan.) High School has used this truth to spur each student body on to achievement that often far surpasses their predecessors.

Past awards, honors, and achievements are kept alive for students through various promotions that encourage them to maintain and be proud of the excellent records of their school.

Whenever new achievements are announced, they are coupled with the comment "Lawrence Ranks High."

More recently, the students are using a new slogan that ties in the school mascot, the lion. They say, "Lawrence does not expect all the top honors, we just want the lion's share."

This pride in their school and the feeling of achievement are also reflected in the attitude of the parents and community. Even the newspapers are stressing the slogans and Lawrence students' achievements.

Everyone knows that the high school is doing its job. The constant listing of real student achievements tells them so.

Student News Bureau Helps Tell "Tales Out of School"

Students can provide the manpower for supplying school news to local newspapers, radio, TV.

RUTH MARIE GRIGGS

DO YOU have a system for channeling school news to newspapers and other mass media?

If your student newspaper and yearbook are doing effective jobs, they can keep the students and their parents informed about what is going on in the classroom as well as on the football field. BUT, those people who have no school-age children and may not be directly connected with the schools must be kept informed, too, because they must pay their share of the taxes that run the schools. Many can be reached only through the press and broadcasting stations.

A news bureau composed of student correspondents can be an excellent organization for reaching this general public. As part of the journalistic activity of the school, the student correspondent can gather information within the school and prepare copy for outside media.

The student news bureau can insure a continuous flow of accurate, complete, and easy-to-understand information to city and community newspapers and to radio and television stations.

The student correspondents who are chosen to operate the bureau should consult with the school editors of the city and community newspapers to determine deadlines, arrangements for photography, special copy preparation instructions, and, in some instances, the matter of compensation.

All news releases about the school should clear through the news bureau and its sponsor. Ideally, the news bureau should be under the supervision of the school newspaper sponsor who can coordinate the work of the school newspaper and news bureau so that the two staffs can be of assistance to each other in the collection of news.

The news bureau workers, with the help of the reporters from the school paper, can gather news items about current happenings. In addition, they should search for fresh feature and interview ideas and plan series of releases on major events. They must remember that news

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Mrs. Griggs is Director of Publications for Broad Ripple High School, Indianapolis, Indiana.

bureau stories should be briefer and less detailed than those written for the high-school newspaper.

Correspondents must bear in mind that the city papers want news stories—not propaganda items filled with editorial comment. The news must be accurate if the public is to have faith in its schools; it must be complete and easy-to-understand if the public is to learn anything new about the educational accomplishments of its schools. Each news item must follow the principles of good reporting, starting with a lead that captures attention or "spills the beans" in the first sentence. For every newspaper to which the information is released, it is desirable, if possible, to stress a new angle in the copy and accompany it with different photographs.

Many metropolitan dailies rewrite all material to avoid the possibility of having their story appear word for word in another paper. Correspondents should keep a carbon copy of all releases so that it will be possible to check the original facts in case any question arises.

Weekly and community papers often use the stories as given to them since they may not have personnel or time to rewrite copy.

Standard copy preparation rules should be followed on news releases. In the upper left-hand corner should appear the student's name and telephone number, the school name, a one or two word "slug" identifying the content of the story, and the release date. Copy should be typed double-spaced and started half-way down on the first page. All names should be carefully checked for accurate identification and spelling.

Photographs are important in news bureau operation. Portrait shots may accompany stories about award winners, class elections, and club officers. Often yearbook pictures can be used for this purpose.

Action pictures should be planned, scheduled, and supervised by the news bureau staff members. The correspondent for whose publication the picture is taken should be responsible for seeing that everyone is there promptly for the appointment with the photographer and to see that there are no unnecessary spectators to distract.

In arranging these planned-action pictures, there should be only one center of interest and the scene should tell a story by its action, background, or "props." Avoid pictures of groups lined up stiffly in front of the camera or seated around a table staring blankly at the camera or obviously posed. Only two or three people should be used in a picture and the same people and idea should not be used in pictures for various newspapers.

More and more schools have student photographers who are sufficiently skilled to take pictures which are acceptable to the city newspapers. The photographs should be 8 x 10 black and white glossy prints in sharp focus. The correspondents should paste an indentifying caption on the bottom of these pictures before taking them to the newspaper. Again, be accurate about the identification.

When articles and pictures appear in print, the clippings may be posted on a bulletin board in the main corridor of the school for all students and faculty to see. Later these clippings should be pasted in scrapbooks or filed for future reference.

Generally, as part of the public service requirements, the local radio and television stations allocate time for the schools. In most school systems a coordinator takes charge of a program series about the schools. The news bureau may be of service in preparing scripts of news about its own school. Students also may send radio and television stations spot announcements promoting outstanding events of the school. The students who handle this work should confer with the program directors about the preparation and length of such materials.

The methods outlined here have long been used in the Indianapolis Public Schools where we feel the systematic dissemination of school news is important to help keep the taxpaying public informed about our schools.

We strive to present such "heart of the school" matters as awards won, contests and exhibits, college preparation, course offerings, counseling services, demonstrations and experiments, graduation requirements, laboratories and equipment, library facilities, scholarship opportunities, testing programs, and vocational guidance. For instance, there's plenty of evidence now to show that Johnny CAN read—in fact, he reads more than anyone else where books are concerned. Library circulation figures alone for last year hold quite a dramatic story.

The public is thirsty for news about their schools. When the Sputniks soared, so did interest in what's going on in the schools. A recent survey by a national polling firm revealed that the American public wants to know more about our educational system. The readers want to know whether the students are mastering the three R's, whether they are being properly prepared for citizenship, whether they are learning the necessary mathematics and science for this atomic age. Since school copy holds top readership interest, we should tell the people what their schools are doing and how they're doing it. Let's tell "tales out of school!" Let's tell the public about the academic achievements of our schools. Let's see that they get the *facts!*

SANTA MONICA (Calif.) High School takes a full page ad in the local newspaper to publicize its scholarship winners. The ad includes a group photo of the recipients and lists their names, schools, and scholarship donors. The Associated Student Body of the high school pays for the ad and says so in the ad.

Scents and Sense of High-School Publicity

The faculty is the key to this news gathering system. Efficient organization makes it work.

BERNARD "RED" HOPKINS

"THERE'S gold in them thar hills, pardner!" These words or something akin to them have been bandied about in every boom town since man has sought this precious metal. With a little literary license, we have reworded this phrase to read, "There's *news* in them thar *classrooms*, pardner!" and quickly we discover a challenge, a problem, and a goal in developing the news program in the high schools of today.

In the Inglewood Unified School District, we have developed a news gathering program which we feel has put us on the road to reporting the educational and extracurricular activities of over 3,900 future citizens of the community.

To explain the general mechanics of the program, we have divided the discussion into three parts. The *first* will deal with the general district policies. The *second* will cover the high-school program in action. The *third* will be a critical analysis of the program in action.

Flexible District Policies

In developing the general policy lines, it was deemed paramount that the schools be allowed local autonomy and not be saddled by restrictions which would destroy freedom of movement and expression. Keeping in mind the freedom of movement and expression, the policy stated below is to be followed by schools releasing information to news media.

A. *General Areas of News Coverage* in the high school of today are frequently divided into two categories, commonly referred to as "school activities" and "sports." Inglewood Unified School District's directive states that school news coverage shall be concentrated on the area of "school activities," which includes academic achievements, school events, and student organizations. Sports news is not included in this directive, since it is handled by the coaches of the individual school sports. However, coaches are governed by the district policy restrictions listed below under Item C.

B. *Personnel.* A person will be appointed by the principal of the school and will be known as a public information adviser. He will be

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Mr. Hopkins is Director of Public Information, Inglewood Unified School District, Inglewood, California.

directly responsible to the principal of the school. The director of public information of the district will serve only in an advisory capacity.

C. *Policies* which must be followed by schools in releasing stories to news media.

1. Schools should not release the following information: (a) personnel and administrative changes; (b) independent interpretation of board of education policies.

2. If more than one school is participating in a joint venture to be held in the district, news releases should come from the director of public information for the district. This is done so that the news media receive only one news release covering all schools, thus reducing duplication.

3. If in doubt as to the specific status of a news story, consult the principal or public information office.

4. Refrain from giving stories over the telephone except in answer to a request for additional material on a release previously sent, or the reporting of athletic contests where time is of the essence.

High-School Program in Action

At the start of each semester, a portion of one of the faculty meetings is devoted to the school's public information program. During this faculty session, the importance of public information, its policies, and how it functions are explained to the faculty. Quite soon afterward, a similar meeting is held for activity advisers and the student publicity chairmen.

In these briefing conferences the advisers and chairmen are given special "news reports" notebooks. These special notebooks have, printed inside the cover, the general outline of the program, district policies, and instructions on how to write and prepare a news release.

The notebook (8½ inches by 13 inches in size) is made up of twenty-five "news report" blanks. Each blank page is headed with specific instructions relating to organization or school, reporter's name, date copy was received, adviser's name, and approval of adviser. Listed immediately below are the following pertinent facts the writer should keep in mind when preparing a story for release.

Instructions: Please read and follow.

1. Fill out this form for a news item on a particular day. If there is more than one news event on a certain day, please put it on a separate sheet—*Remember*, only one news item per sheet.
2. Be sure copy is typed and double spaced.
3. Give the when, where, who, what, why, and how.
4. Give full names of students, year in school, and persons involved.
5. Do not miss human interest angle.
6. Play up students as much as possible.
7. Give a summary of exactly what is going to happen. Be accurate and do not leave out details.
8. Give the day of the week, date, and time of the event.

9. If the event has passed, do not fill out the form.
10. Turn in copy at principal's office or special place designated by individual school public information adviser.

The completed news story is dropped in the "news mail box" located in the principal's office. Each day these releases are taken from the "news mail box," checked for accuracy of facts, and edited for final typing. When these tasks have been completed, the final typing is done on a ditto master and the story duplicated on news release copypaper, inserted in pre-addressed and stamped envelopes, and dispatched by either United States or school district mail. The approximate time in producing a finished release is twenty-five or thirty minutes; the time, of course, will fluctuate depending upon the completeness of the original news report.

Analysis of the Program in Action

The key to the success of the program lies with the public information adviser of the individual schools, for the direction at this level is essentially the backbone of the entire program. This person must have a good sense of news values, be well informed on school activities and events, and have channels established for communicating with members of the faculty. At the two high schools, we found that the assistant principals in charge of activities filled these requirements admirably, and the success of the news operation to date has been the result of their excellent work.

The big hurdle in the program is keeping lines of communication open with the teacher or student publicity chairman who initiates the original news story. We have found that approximately eighty-five per cent of the people involved are *busy, busy, busy*. Before they realize it, the event has come and gone, with *history*, not *news*, being recorded. To help the busy teacher meet deadlines, we employ what is known as the "colorful tickler," which displays a cartoon with an appropriate reminder printed on colorful, irridescent cards. A typical card is illustrated with an Indian making smoke signals; the caption reads, "Plenty of smoke but no signals on your (name of event here) program; the deadline is (date news facts needed)." We have found the reminders, expressed in a humorous vein, have helped to stimulate greater reporter activity.

In the twenty-five weeks of the 1959-60 school year, we have sent to the news media a total of 150 news releases, or approximately six a week, each one averaging about 200 words in length. The releases have been well balanced in content, giving an over-all view of the high-school activities. Giving this over-all view, not emphasizing one element or segment, is one of the most important functions of the school public information adviser for, if balance is lost, the general picture of the school will be distorted and out of focus.

Listed below is a sampling of the captions on the news releases issued by the two high schools. A balance is being achieved in that both the academic and extracurricular activities are receiving equal importance in the news project. Latin, French, Spanish, radio, mathematics, science and letterman's clubs; student body campaigns and elections; dad and daughter banquet; Christmas program; student council activities; rifle team; junior and senior proms; school dances; charity week; class sports nights; pancake breakfast; jazz concert; traffic safety week; yearbook; Future Teachers of America; scholar of the month; sports award banquets; National Merit Scholarship; D.A.R. good citizenship award; science talent search; charity drive for Navajo Indians; speakers from industry and science; General Motors' scholarships; California Scholarship Federation; girls' athletic association; Bausch and Lomb awards; Betty Crocker home contest; teenage safety week; dramatic presentations; American Legion awards; Boys' State; Girls' State; and Masonic essay contest.

The reception from the teachers on this project has been extremely good. However, a constant campaign must be waged to develop a "sense of news" among the faculty. At the present time we are developing a short news guide for teachers. It will elaborate on this awareness of news and given them a guideline in developing their individual stories. The teacher area must be continually sounded and used lest the news program disintegrate under its own weight.

The press in the community has been very happy with the news program. Its biggest boon has been the establishing of a two-way channel of communication. This two-way channel has developed mutual understanding of the workings of the school and the press. Probably if we were to pick its greatest contribution, we would choose the fact that both schools and press know whom to call when information is sought. Indeed, we can truthfully say we have a sound working program; not one built on rumors, hearsay, or last-minute telephone calls.

The distribution of all press releases to the board of education and administrative staff is done in order that the people who guide the school district will know what individual schools are doing and have the general background of the over-all program. It is true that, if this project were in a large system, a process of selecting news releases sent to board members and administrators would have to be initiated, because of the unwieldy bulk of releases.

In developing a program of this type, a few salient features should be kept in mind.

1. Do not start until all printed materials are ready and a good briefing program has been laid out.
2. Start with the beginning of a new school year or semester.
3. Explain to the newspapers how your program will operate, who will be in charge, and any other local details which might be conducive to giving the project a good start.

4. Be sure that all of your personnel understand why you are putting this program into operation and, above all, the merits of having a positive program of public information flowing to the news media of the community. The slogan should be, "The more the merrier."

5. Avoid fool's gold. By that we mean a flood of insignificant student activities going to the press, which would give the connotation of the high school being a "country club." Instead, build your news coverage on the theory of a balanced diet of classroom facts plus activities which show the broad high-school program for developing future citizens of the community.

6. Keep the operation flexible since the structure should be such that it could be adapted to one or a dozen schools.

In summing up the operation of a news program of this type, one should remember that its success demands the tenacity of a bulldog, the industry of a beaver, and, to mix a metaphor, the tact of a diplomat, and dedication of a missionary. However, the satisfaction is great in seeing in newspapers and hearing over the ether waves the constructive achievements of these students who will someday be the adults of our community. Then we can say, "Pardner, we have found the gold in them thar hills!"

SOMETIMES MAKE IT BIG!

Mass demonstrations of phases of the curriculum can keep the public informed and motivate teachers and students to do their best job of teaching and studying.

The Yakima (Wash.) Public Schools' annual *Gymorama* interprets all physical education activities for grades one through fourteen. More than 900 students demonstrate, and 3,500 people attend.

The school district's science fair enables students to demonstrate their achievements in science and permits the schools to exhibit materials and equipment used in class. Students can enter competitive or noncompetitive sections of the Fair. A welcome by-product is the close liaison established with the local chamber of commerce, which sponsors the exhibit and pays the expenses. Attendance averages 4,000.

The vocal and instrumental music programs for all grades present achievements for the year at the annual Spring Music Festival. More than 1,200 students participate; 4,000 persons attend.

Publish the School Paper in the Community Press

The school with little or no budget that wants to reach the community, as well as students and parents, will like this plan especially.

JO ANN COCHRAN

THE PR-conscious high-school principal, desiring to enlarge the audience served by the school newspaper, might well consider publication of the school paper as a special page in the community newspaper.

Such a program of high-school public relations has been underway at Aliquippa, Pennsylvania, since February 1957. Originally scheduled as a one-page monthly issue in the community paper, publication of the student-edited *Quip Script* recently has been increased to two issues each month (first and third Wednesdays) during the school year. Stepped-up frequency of publication resulted after a rash of two-page issues convinced the local editor that journalism students and other school newspaper staff members could produce sixteen columns and more, of readable, informative, and interpretative school news each month.

Values obtained from this method of school newspaper publication have included: (1) provision for filling in the gap between annual parents' visitations and report cards, (2) wide circulation of school news, (3) more adult readership of school news, and (4) excellent training for student journalists. Another plus-factor apparent in this plan is the alleviation of already heavy workloads carried by commercial departments in schools where mimeographed or dittoed newspapers are produced. Also, the high cost of commercially printed school papers can be considerably reduced, in most cases, when the school paper appears in the community newspaper.

The local editor's willingness to publish informative and interpretative articles concerning school activities is not to be doubted. Whether the local paper can publish a reglular 8-column, student-edited school page as a weekly, bi-weekly, or monthly issue does depend, however, on the paper's financial status, volume of advertising, circulation, and number of employees.

Miss Cochran does three jobs for the Aliquippa, Pennsylvania, Public Schools. She is Journalism Instructor and Publications Adviser for the Aliquippa High School and Public Relations Director for the School District.

A frequent criticism of this method of publication is that the local paper's willingness to publish a school paper is chiefly a promotion stunt designed to encourage parents of high-school students to subscribe to the paper. Offsetting this criticism are the advantages to the co-operating school's community relations program, the education opportunities provided for student newspaper staff members, and the professional services rendered to the project by the local paper's editorial and composing room personnel.

Staff Organization and Production

Current staff organization for Aliquippa's high-school newspaper consists of an editor-in-chief and five editorial assistants, all enrolled in a second-year journalism class; 20 reporters, including 10 who are presently enrolled in Journalism I, and five reporters who have previously completed the first-year course; and two typists.

While the journalism classes meet daily, only the second-year group devotes a major portion of class time to preparation of articles, headlines, copyreading, and page layouts for the school paper.

Assignment sheets, prepared by the editor, include regular academic and extracurricular beats, covered by the same reporters for each issue, and a variety of features (prepared two weeks to two months in advance of publication) which are assigned to editorial assistants and the most capable of the beat reporters. Most newspaper staff members have fewer than the maximum three study halls per week; therefore, after-school time also is required for interviewing news sources and preparing articles.

Typewritten copy, headlines, photographs, and page layouts for the school paper are due at the publisher's plant (10 miles distant) one week before actual publication in the community paper. This schedule permits composing room employees to set up the school paper at times most convenient for them.

Photographs, usually three per issue, are taken by a commercial photographer. (A school camera club, in time, may produce some student help.) Yearbook photographs, also taken by the same commercial studio, often accompany features in the school paper. Cost of these pictures ($1.50 each) is the only financial outlay required of the school. Cost of printing the biweekly, 8-column paper is covered entirely by the local newspaper.

Invitations to Readers

Placing the school newspaper before the general reading public is, in effect, an invitation for the public to inspect the whole school family's glass house. While no single issue of a student-edited paper can fully reflect the entire scope of the high-school's educational program, several issues of the paper, appearing at regular intervals in the community paper, can at least approach this goal.

Student journalists, no matter what the makeup of their newspaper's audience, need careful direction in their selection, coverage, and preparation of copy obtained from school news sources. When the school paper appears in a commercial publication with relatively wide readership, a second invitation is offered to the reading public: to use the same critical judgment of student reporting and style as is accorded the local paper's treatment of news sources outside the school.

Objectives for Writers

School newspaper staff members and their advisers need not feel torn between two different reading publics—their school associates on the one hand and the general public on the other. Rather, the staff writers can serve both publics well, and improve their own and their fellow students' taste in school news, simply by setting for themselves two reasonable objectives: (1) informing readers of school activities in news stories, feature articles, and photographs which best interpret the total school program and (2) using news and feature writing styles, headlines, photographs, and page-makeup guides recommended by authors of journalism textbooks and the local newspaper's editorial office.

What About Content?

Departmentalization of the newspaper's assignment sheet, a fairly simple procedure, can achieve the balance in school news coverage which the school principal, faculty members, students, and general public want to see on the school page in the community paper. Articles pertaining to achievements in classrooms and by individual students and teachers (often buried or only briefly noted in local papers) can be presented more fully and with emphasis on the school page. Student readers, though they may balk at the school paper's refusal to use the choice items bandied about the halls, actually have far more respect for and pride in their paper's publication of school news which reflects their own progress and achievements in academic and extracurricular programs. School personnel and parents of students obviously share the same feeling.

Assignments calling for interpretations of pupil services provided by the school are excellent copy for the paper, and at the same time, they make significant contributions to the school district's public relations program.

Where the school's varsity sports program provides the primary meal ticket for the local paper's sports writing staff, the school paper can find informative substitutes in background articles on school athletes, locker room features, and running accounts of boys' and girls' physical education class and intramural sports programs.

Persons in the community, many of whom contribute to school programs either directly or indirectly, and school alumni are excellent copy for the school page.

High-school newspaper content, decidedly domestic in nature, need not rely on controversial school issues to manufacture reader appeal. And, certainly, the school paper undermines its intended purpose when it consumes valuable commercial space with columns of student (and faculty) rumor and rhubarb, liberally diluted with school gossip.

STUDENT BY-LINES ENHANCE PR VALUE

Listed here are examples of informative and interpretative school news and feature articles which have appeared in recent issues of Aliquippa's high-school paper. None of these topics and related photographs is unusual copy for any school paper. Textbooks especially prepared for high-school journalism classes and school newspaper staffs abound in similar suggestions. Local editors and reporters assigned to school beats consider them worth-while contributions to the community paper's news and feature coverage.

Student authors have employed writing styles and story development recommended and appropriate to the subject matter. Editorializing of the circus barker type has been notably absent. Reader appeal has been heightened in many instances by the use of related photographs.

The articles' contributions to the high-school's public relations program have been especially significant because they have appeared under student by-lines on the school page in the community paper.

Academic or Classroom Features

1. High-school curriculum and class schedule changes effective in the coming school year
2. Interviews with five language teachers, listing language studies available to students (two new language courses recently added to curriculum) and course requirements; accompanying photo of college preparatory student surrounded with posters listing school's five language courses
3. Interviews with senior students following completion of their summer chemistry studies under the National Science Foundation program; accompanying photo of students examining model of atom
4. Interviews with student entrants in Westinghouse Science Talent Search program, with separate descriptions and interpretations of each entrant's science project, written by the individual students; accompanying photo of participants
5. Science project conducted in student's home; accompanying photo includes two students, their biology instructor, and evidences of project—taken in student's home.
6. Social studies programs underway in senior classes
7. Senior theme preparation underway in senior English classes; accompanying photo of seniors using school library facilities
8. After-school typing classes, values to students, enrollments; accompanying photo of students at typewriters with one instructor
9. Four-part series on courses of study, types of instruction and career opportunities open to students enrolled in the school's vocational trade department; each article accompanied by a photograph (originally taken for the school annual) depicting student and instructor engaged in class projects related to four trade studies

Pupil Services

1. Interpretation of activities required and values obtained from the work of the home-and-school visitor; accompanying photo includes home-and-school visitor and student reporter who recently had required services provided by this school agency.

2. Four-part series, beginning in April, based on guidance department services to seniors, listing students accepted for summer or fall entrance to colleges, nursing, business and technical schools, and scholarship winners. (Recap of these articles used in day-after-graduation story, with photographs, in daily paper.)

3. Guidance department's program of career assemblies, advance story

4. High-school cafeteria's program of services; accompanying photo of students in lunch line at cafeteria counter.

Athletics

1. Two-part series on school's intramural athletics program for boys and girls. Accompanying photos include recent award winners in boys' intramural program and action during girls' basketball game

2. Behind-the-scenes at football camp

3. Locker room activity during basketball halftime

Alumni

1. Interviews with graduates of school's commercial department, interpreting values of subjects studied which led to successful job placement

2. Interviews with recent graduates now enrolled in college, discussing their current progress and their advice to students contemplating post-high-school training and study

Community Personalities

1. Personality feature on member of community whose daily observations of band rehearsals are common knowledge to band members, but little known to others; accompanying photo includes band-room visitor with cornet, being welcomed to rehearsal by band director

2. Personality feature on member of community who presented demonstration for school's French language club; accompanying photo depicts club visitor instructing members in preparation of crepes suzette

Editorials

1. Local industrial opportunities for high-school graduates

2. Spectators' behavior at athletic contests (reprinted in *L'Athlete* and Pittsburgh *Sun-Telegraph*)

Before the reader presumes the school paper described here is limited to publication of articles extolling the virtues of school programs which have only constructive public relations implications, it should be noted that no more than two of the above listed features have appeared in any one recent issue of the 8-column paper.

A single issue of the school paper includes a column devoted to accounts of school club activities; usually two articles per issue based on school guidance department releases which are edited by student reporters; accounts of boys' and girls' intramural sports contests; advance stories on class proms and other all-school social events, dramatic productions, special holiday assembly programs, and the school's vocal and instrumental music department concerts and special programs; plus

articles based on information supplied by school offices, with topics ranging from principal's interviews with parents to the school's parking problem.

School Paper Does Not Reduce Local Paper's Coverage

Publication of school news in the manner described here has not interfered with the local paper's coverage of school activities. Especially when timeliness is part of their appeal, stories that break between publications of the bi-weekly school paper are referred to the local paper's reporters and/or photographers. Reference to varsity team action is kept to a minimum in the school paper because the local paper's coverage is excellent. A daily column of news items from all schools in the district, also prepared by the high-school newspaper editor, has not interfered with or reduced high-school news coverage by staffs of the local paper or the high-school paper.

Meeting a Circulation Problem

While school papers published in community papers can boast of greater circulation within the community, not all students enrolled in the school receive the paper because their homes are not within the circulation area served by the paper or their parents simply do not subscribe to the local paper. To overcome this problem, the local paper may supply several extra copies of the day's complete edition, from which school pages may be removed and posted throughout the school. Also, the local paper may agree to additional press runs, thus supplying at low cost the quantities of school pages which are requested.

TEACHERS HELP DECIDE PUBLIC RELATIONS GOALS

A staff public relations workshop can be effective in focusing the faculty's attention on the need for closer parent relations. Directed discussion can help the faculty recognize a need and suggest solutions that are most effective when they originate with the teachers.

The results of a Waukesha (Wis.) public relations workshop included the faculty recommending: (1) conducting a poll of parents and community to find out what they want to know about the schools, (2) using parents at PTA meetings whenever possible, (3) explaining curriculum to parents at open houses, (4) increasing contacts to parents through notes, phone calls, newsletters, and (5) establishing a speakers bureau.

The Informal Survey as a Public Relations Tool

Want to stimulate a discussion? Gather parent opinion? Focus attention? Try an informal survey.

L. E. LEIPOLD

THE word "survey" has a discouraging connotation to many school people. However, there is one type that is easy to administer, simple to interpret, and interesting to report. It is the "informal survey" and requires no special talent to administer.

Its very simplicity makes it an extremely effective public relations device.

An informal survey can be used to gather information, stimulate discussion, focus attention, dispel misconceptions, bring the school and parent together to face a common problem, and provide a constructive channel through which parents can be heard on a currently controversial topic. (Case studies of surveys that have been used for these various public relations purposes are given at the end of this article.)

Qualities of an Informal Survey

A survey should be intriguing to the participants, capable of stimulating their imaginations, and provocative to a desirable degree. Those that do not possess such characteristics will probably fail to elicit sufficient responses from which to draw even near-tenable conclusions. Even more serious, the ultimate purpose of bringing the participants a bit closer to the school through a school project will not be achieved because of sheer inanity.

The best surveys usually grow naturally out of everyday experiences or situations. When a controversy in one community broke out over the "common learnings" program that had been adopted by the local school, it was relatively easy to get parents to voice their opinions, regardless of the knowledge, or the lack of it, that they may have on the subject. In this case the parents were quick to take sides in the controversy. A request for their opinions elicited a surprising number of responses, primarily because the topic was educationally "hot" and the request for information grew out of an already existing situation.

Dr. Leipold is Principal of the Nokomis Junior High School, Minneapolis, Minnesota.

It is imperative, too, that a survey subject be within the scope of comprehension of the group to which it is directed. Technical terminology and confused objectives discourage potential respondents. For example, case study No. 4, "Do Children Like School?" resulted from a remark by a weather-weary ninth-grade student one hot day in June. I had sat down beside him in the shade on the north side of the school building to watch a baseball game.

"Gee, but it's hot!" he deplored. "I wish I was up the Gunflint Trail fishing!"

"So do I," I agreed.

"You can't, though," he reminded me, "You have to stay here; you're the principal."

"No, you're wrong," I replied. "YOU have to stay here in school. The law says so. But I could get away for a day and nobody would miss me."

We argued the point for some time and, before we separated, it was agreed that the ninth-grade students would be polled on the general question of whether or not they liked school, and why.

By the same token, the topic should be treated simply if it is to appeal to a significant number of parents. Statistical terms that are used should be only the most elementary. Everyone agrees upon the meaning of the word "average" but very few understand "arithmetical mean" or the shortened "mean." In fact, at one meeting a discussant made reference to the "mean age of teachers" to a lay audience, and he was challenged peremptorily as to whether there was any one age at which a teacher is meaner than at another age.

To use a term such as "standard deviation" or even the relatively common words "correlation" and "percentile," is to risk non-participation on the part of some potential respondents.

The project should be approached informally. School people, when they are being ponderous, have an uncanny ability to frighten people—other than other school people, that is. Since this is done without even trying, it takes but little imagination to picture the degree of fright which can easily accompany a formal attempt to do something really educational. A well-known educator whose corridor jokes enjoy a reputation that extends far beyond the confines of the building is also known to be almost completely incapable of inducing his pen to produce anything but the most serious of educational material, written in a stilted mid-Victorian prose style. Even remote suggestions of humor or lightness in his writings are virtually nil. So are his readers. Parents are human beings. They like an occasional lightness of style even in educational matters.

Finally, studies of this kind should be conducted casually and as incidental to the regular instructional program of the school. If they can be preceded by related classroom discussions which overflow into the home, so much the better. This will have the effect of paving the way for the opinionnaire instrument when it reaches the home and of

heightening interest in the project, both of which will enhance the number of returns.

The number of studies conducted, the methods of distribution and reporting, and related factors will have to be determined by each school, since conditions vary markedly from community to community.

Case Studies

Five case studies are used here to illustrate the kinds of informal surveys that may be conducted in schools. Two of these studies were parent-opinionnaires and three used the school students as sources of information.

CASE 1: Minneapolis, storm center of political, labor, and educational affairs, was at the time of this study in the throes of a rather violent public reaction to a new "common learnings" program. A short questionnaire form was sent to the parents of one of the city's junior high schools, asking reactions to a number of questions on such topics as common learnings, discipline, behavior of children, homework, teaching of fundamentals, corporal punishment, and the quality of instruction today *versus* that of a generation ago. It was a short form that could be answered by checking the desired responses, although space was provided for subjective comments for those who wished to make them.

A background for the study was provided by newspaper publicity, supplemented by a consideration of the questionnaire form in the civics classes of the school. A total of 641 forms were sent out and 503 were returned, resulting in a 78 per cent tabulation. Perhaps the most encouraging result of the study was the fact that three fourths of the parents replying stated the belief that the schools of today are better than they have ever been in the past.

CASE 2: Is it true as often alleged that parents are almost totally unaware of what their children read? Are rural parents any different in this respect from their city cousins? Do parents judge books by their covers and take for granted that books found on the shelves of public libraries and in the schools are fit reading for anyone who takes them out?

To find answers to these and related questions, a hundred parents residing in a large mid-Western city were asked if they would be willing to express their views on the matter. Another hundred parents residing in a small town in a rural area in Colorado also agreed to participate. The questionnaire forms were taken to the parents by sons and daughters enrolled in English classes in the schools concerned. Such questions as these were asked:

1. Do you check on the books brought home by your children?
2. Do you take it for granted that your school's library books and books assigned for English reading are fit for your children to read?
3. Do you know the name of the last book that your child brought home from the library?

4. Do you believe that books which are considered to be 'sexy' or which contain language which you do not use in the home should be read by your children because they are 'realistic'?

The results were extremely interesting and were discussed in both communities for a long time afterward. They were also used as bases for discussion at a number of meetings of various organizations during the following several months. The result was that everyone knew more about their libraries and took a new interest in their children's reading habits.

CASE 3: After the war, before television became popular in America, the radio experienced its hey-day. Many homes had several, and children did their homework while listening to the blaring offerings of these boxes. Parents generally either ignored this fact or protested vainly. A few homes had rules governing the use of the radio, but they were the exceptions.

One secondary school, after a preliminary period of several months of discussion, carried on a classroom experiment. Two evenly matched groups of algebra students did identical work for a period of three weeks, under the instruction of the same teacher, except that one group worked in a conventional schoolroom atmosphere while the other did its work with a radio on, listening to music, soap box operas, and newscasts.

At the end of the experiment, a questionnaire was devised which several hundred students answered, concerning the use of the radio in the home. This brought many parents into the study and focused their attention on a major problem.

CASE 4: In this study, the opinions of several thousand students enrolled in a score of high schools in various parts of the country were sought. The schools concerned were large and small, rural, urban, and in-between. The study followed a basic assumption that every child has his favorites—ice-cream flavors, movies, friends, teachers. The students were given three simple instructions:

1. Think back about all of the teachers that you have had since you first started school in the first grade or kindergarten. Which one did you like best? Don't give the teacher's name—just tell why this one was (or is) your favorite teacher.
2. Now, which one did you like the least? Can you tell why?
3. What do you think your teachers could do to make themselves better liked? Can you suggest something in just a few words?

While the results were very interesting and helpful in teacher discussion groups, it is suggested that a study such as this one be approached cautiously. There are certain implications inherent in this type of topic which may be misconstrued, defeating any good purpose which the study might normally have.

CASE 5: For generations the American student has been pictured as an unwilling captive of adamant school authorities who were intent upon educating him but who succeeded only partially because of the innate dislike of virtually every child for school and everything associated with it. Cartoons and jokes through the years added to the common belief that the very name of school was anathema to the youth of the land. These views, however, were all adult views. What did the young people themselves think about it?

Several hundred ninth-grade students were asked about it one June day. The form was simple, confined to two questions: (1) Do you like school? and (2) Do you dislike school?

The word "why" was appended to each of the two questions. The resulting replies gave ample material for discussion in the school and community for some time.

These five cases illustrate the primary virtues of the informal survey: simplicity, conciseness, pertinence, timeliness, naturalness. By not expecting more than what may rightfully be anticipated, it will return on the average more per study than probably any related public relations device. Used within the bounds of reason and common sense, it will seldom prove to be disappointing.

IDEAS FOR ORIENTING NEW STUDENTS

The high-school bands, orchestras, and choirs in Dearborn (Mich.) present a special assembly in the junior high schools each year. Besides interesting students in pursuing their music interests in high school, it gives all students a preview of what is ahead.

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SLIDES DEPICTING a typical junior high-school day are shown to sixth-grade classes when junior high-school counselors and seventh-grade students visit them as part of the West Hempstead (N. Y.) Public Schools' orientation program.

The seventh-grade students also play a part in writing and periodically revising the orientation booklet for new students. Who better understands the problems of a newcomer than the person who most recently had the experience?

Case Study of a Junior High-School Public Relations Program

This program emphasizes special plans for involving parents at each grade level; maintaining an informed, conversant staff; interpreting basic purposes of a junior high curriculum.

EDWIN C. MUSTARD

A JUNIOR high-school's public relations program to be most effective should supplement and enforce the total school system's program.

The aim of our school district's public relations program is to make the public aware of our strengths, our weaknesses and our attempts to correct them, our advance planning for the system, our probable costs, and our feeling as a professional staff about the school program. In short, what are we trying to do and why are we trying to do it? On the other side of the coin, the program aims at giving the community, collectively and individually, the opportunity to question and discuss the educational program, and to inform and advise the school as parents and taxpayers. These broad aims can only be realized by the planned and concerted efforts of the board of education and the entire school staff.

What part does a junior high school play in the accomplishment of the over-all PR aims? Naturally, most of our efforts are aimed at the parents of junior high-school pupils. Certain efforts are associated with one grade only—others cut across grade-level lines. Let us first look at a few of the practices carried on in each grade.

Seventh-Grade Emphasizes Parent-Student Orientation

A key spot comes as pupils enter junior high school from the elementary schools. In the spring of the year parents of sixth-grade pupils are invited to meet with members of the junior high-school staff. These meetings are held in the elementary schools and each involves only parents of children attending that specific school. These meetings are two-edged. First, the junior high-school staff members inform parents of policies and programs, which over the years have come to be recognized as basic questions in the minds of parents of sixth-grade pupils.

Mr. Mustard is Principal of the Amherst Central Junior High School, Snyder, New York.

Second, parents have the opportunity to ask questions, raise objections and doubts, and to discuss issues.

During the same week that the parents meet, the sixth-grade pupils from that school are visiting the junior high school. This is not done in the mass, but with one class group at a time, with each member of the class the invited guest of a seventh-grade pupil. The elementary-school guest follows his host's program—accompanying him to home room, classes, lunch, and activities. During the day, the sixth-grade pupils meet briefly with someone from the administration staff and with the seventh-grade counselor. The plan serves as an introduction to the junior high school for both pupil and parent—it makes some junior high-school staff members known to both groups—it may serve to allay some natural fears on the part of both student and parent.

Fairly early in the year, mid-November to Christmas, parents of all seventh-grade pupils are invited to come to the school. On each designated night, the invited group is composed of the parents of children from a specific seventh-grade section. The school is represented by an administrator to act as a chairman, and by the basic subject matter teachers who work with the children of the parents present. Except for a short introduction, these meetings are completely unstructured. The group discusses any questions about the school, its policies, and its program that parents may voice. These are not "telling sessions" for the school. Items for discussion come only from the parents. These meetings, although they may mean fifteen to eighteen separate nights for the faculty, have made many friends for the school. Parent approval of both program and practice is very often expressed, but dissatisfactions and criticisms sometimes are brought to light. The free, frank discussions on educational matters help bring mutual understanding on the part of both faculty and parent.

In the seventh grade, at least one pupil-counselor conference is scheduled for each member of the class. In addition, the parents of about one third of the class (150-160) will be scheduled for individual conferences. These conferences may be either school or parent instigated, and may involve parent and counselor; parent, teachers, and counselor; parent, counselor, and pupil; or any other effective combination. To these person-to-person conferences must be added almost as many telephone conferences between parent and counselor. In short, most of the parents have follow-up contact with the school after the small group meetings of the fall.

Eighth Grade Increases Parent Contacts

What of the eighth grade? As the end of the first semester approaches, a series of four weekly meetings for parents of eighth-grade pupils is held. Parents are free to attend any or all of the four meetings. These sessions, conducted by junior high-school staff members, aim at the consideration of problems unique to the eighth-grade pupil. Although

the meetings are more definitely structured than those for the seventh-grade parent, they are still of the free-discussion type. Frequently pupils from the eighth grade are invited to participate, introducing a third element into the discussions.

Over the course of the year, as in the seventh grade, at least one counselor-pupil conference is planned for every pupil. Most parents will be involved in some sort of individual conference situation—either initiated by the school or the parent. Broad curriculum information is made available to parents during the year, and ninth-grade program planning is a joint school-child-parent affair.

Ninth Grade Helps Parents-Students Plan for High School

Early in the ninth grade, parents, representing about seventy-five students at a time, again are invited into the school for a single session. These meetings set the stage for follow-up conferences during the year, give information about the specialized senior high-school programs, explain the school testing program and what is achieved through its use, and outline the type of supplementary information which has been gathered about pupils.

An individual conference for every ninth-grade pupil and his parents is scheduled. This is done through the guidance department with staff members making contributions as required. At this conference, an effort is made to state clearly everything the school has found out about the child in the first nine years of his school life. In the light of his apparent strengths and weaknesses, an attempt is made to plan a future school program with the child and his parents. Conferences such as this for approximately 450 students require tremendous coordination and time, although most of them are scheduled during the school day. In all cases, the pupil is an integral part of the conference. The main object, again, is total appraisal and future planning.

All-School Practices

What all-school practices are used in the total public relations picture?

First, each September a go-to-school night for parents of junior high-school students is held in connection with the PTA. The program is not social in any way, nor is it designed to offer an opportunity to talk about individual pupils. Parents follow the daily program of the child on a greatly shortened time schedule and meet the home-room and class teacher in turn. The major aim is curriculum information. Each teacher will state clearly the subject matter aims of the class, what is expected of pupils, and how the course fits into the over-all educational program. A limited amount of time is allowed for questions.

Second, a "Bulletin for Parents" is published once a month. This bulletin has a calendar of events for the month, but its chief purpose is parent information and education about things pertaining to the school community generally, and to the junior high school specifically. A wide

range of topics—curriculum, testing program, codes of conduct and dress, grouping, and others—are covered during the year.

Third, in connection with American Education Week, although not necessarily at that time, fathers are invited to come to school and visit during the day. A father selects one of several suggested days and hours, reports to school at the appointed time, and moves with his child through approximately a half day of classes. A member of the administrative staff meets briefly with each group before it starts on the class schedule, and is again available to answer questions and discuss any point growing out of the class visitations, before the fathers leave. This program is aimed at the father because we feel that his knowledge of the school his child attends is too often secondhand and lacking a basis of fact. In addition, we believe if a father sees classes in operation under the direction of a competent professional teacher, he will better understand the role of the school in the community. There is always the danger that in some individual case the program may seem to backfire, but this danger is more than offset by the favorable impressions gained by most visitors.

Fourth, from time to time some formal report, pinpointing a particular phase or problem of the junior high school, is published and circulated in a variety of ways, including mailing. "A Report to the Faculty," a periodic attempt on the part of the faculty to survey and evaluate the junior high-school program, is too long and exhaustive to be mailed, but it receives great coverage by being placed in the waiting rooms of every dentist, doctor, lawyer, and beauty parlor in the community.

Fifth, the junior high-school administrator spends much time with the non-professional staff, individually and collectively, to help them see their role as lay representatives of the school. Their importance in dealing with school patrons is strongly emphasized. Procedures to follow in fixed situations are outlined; their responsibilities are explained and defined.

Cooperation with District Program

One more phase of public relations in which the junior high school participates is the continuous program carried out on a district basis. Two or three aspects of this program merit attention.

Periodically the district publishes a "Report from Amherst Central High School," which is mailed to every resident of the district. These reports, attractive in appearance, are illustrated to highlight the key points, and are devoted to some definite part of the school program—curriculum, extracurricular activities, finance, educational philosophy, or any other pertinent topic. In their preparation, the junior high school contributes as the "Report" demands.

The board of education has, for several years, set aside one night each month for what is called an educational board meeting. These meetings are well advertised and open to the public. Citizens are

urged to attend. The entire evening is devoted to consideration of some phase of the instructional program. Presentations may be made by board members, by administrators, or by members of the instructional staff. Free discussion on any point is sought; professional and lay opinion is expressed. Suggested blueprints for future action often result. Topics such as programs for advanced students, English instruction in the schools, and the foreign language program have been the subjects of recent educational board meetings.

The district makes wide use of lay committees established by the board of education and operated under fixed rules and time limits. The district also provides speakers or panels, from the staff and the board, to meet with citizen groups to discuss educational matters. Both of these practices contribute greatly to the over-all aim of district public relations.

To some people in education, public relations means no more than telling the community what you are doing, and getting it into the newspaper. To our school system, news releases are factual accounts of some event or program. They may or may not contribute to good public relations. News coverage has its place, but to depend upon it for a total public relations program may be fatal. To us, public relations means not only informing the public of what we are doing and why, but also providing the community the opportunity to know its schools and to feel comfortable in them, to discuss the educational program, and to make suggestions for improvement. This must be done as closely as possible with individuals, in a planned and continuous manner. It cannot be done in moments of panic nor following an educational crisis.

Perhaps there is only one secret to good public relations: for the professional staff to be willing to spend the time and the effort, no matter what the cost, to be well informed and conversant with the total school program, as well as with community needs and aspirations. The staff must devote much time among themselves to discussion of matters that tend to improve total public relations. They must be willing to discuss school affairs with parents and the general taxpaying public to help them understand what the schools are, what they could be, and what might be expected of them.

Public Relations Resources in Your Teachers Association

Consider your teachers association as part of the public relations team. Many projects can best be carried out under the group's sponsorship.

FRED E. LEUSCHNER

As THE teacher becomes more aware of his indispensable position in the American classroom, so the teachers association is more alert to its responsibility for the success or failure of the public schools. The conclusion readily follows that the conscientious teacher is cognizant that there is more to belonging to the local association than paying dues and submitting the annual salary schedule proposal to the administrator or to the school board.

In fact, with modern public relations techniques and tools in wide circulation, the teacher association can hold in its organizational structure the potential degree of acceptance or rejection of the public schools by the taxpayers. Citizen support of public education, therefore, lies in the extent of cooperation and coordination of the school public relations program exerted between the administration and the association.

There is no denying the PR potential of the school administrator. Nonetheless, the classroom teachers have unusual opportunity to influence the public. It is true that one administrator plus one powerful business group in a community equals information, interpretation, and influence. It is more significant, however, that 100 classroom teachers plus 2,500 students plus 5,000 parents plus 25,000 friends and neighbors of teachers, students, and parents equals unbounded PR opportunity.

This arithmetic compilation should be considered when contemplating a school PR program.

Students play a vital role in public relations, too. When counting the PR potential of the teachers, one should consider that students are like small newspapers. There is no better way to circulate a story than to permit it to leak out in the classroom.

It is frightening to realize that youngsters have built-in antennas and that parents are tuned to one frequency. Is there static? That's up to the school staff.

Mr. Leuschner is Director of Public Relations for the Pennsylvania State Education Association, Harrisburg, Pennsylvania.

The organizational structure of the local teachers association can provide the coordinate body for the school PR program. Because membership in most education associations is all-inclusive, the opportunity for administrators and teachers to work together is unlimited.

The executive committee of a professional association serves as the policy making body. It usually includes the president, the committee chairmen, and building representatives. If he is not an officer, the administrator is generally invited to attend all executive committee meetings. In this capacity, the administrator can guide the professional organization into an active PR program designed to improve the public's awareness and knowledge of the schools.

Most local professional associations include representatives of each building as members of the executive committee. This allows for an even flow of information from all members to the executive committee and back to the members. These representatives can serve as reporters, as spokesmen, or as members of the many committees which are a part of the professional organization. Examples of committees are ethics, teacher education and professional standards, retirement, legislation, welfare, salary, FTA, publicity and/or public relations, publications, and social.

From both the internal and external standpoint, the local association will flourish and be accepted if it is active. The ability of the administrator to work with his faculty is the key to a successful association–administration co-ordinated PR program.

A coordinated PR program involving the administrator and the professional association could be divided into three areas of activity—professional endeavors, school-home relations, and publicity. A well-rounded program should include portions of each area.

Organize your program far in advance. A plan of attack for the beginning of school in the fall should be conceived during the spring or summer. Choose *one* major goal or pick *one* area which seems to be in need of attention. Determine where you stand as far as the public is concerned. Define your objectives, *i.e.*, what do you want to accomplish by a certain future date? Organize your procedures on a step-by-step, month-by-month basis. Your project for the year will be successful if you proceed on this systematic basis, accomplishing a specific goal each month.

Categories that lend to this type of program include curriculum revisions, guidance programs, departmental objectives, daily schedules, and grouping procedures.

There are many public relations tools that can be used to conduct a program over a nine-month basis and which involve administrators and professional groups. An association newsletter should be employed. Distribution to both teachers and parents will inform both groups of new trends. The association publishes the newsletter; the administrator contributes copy.

The association, under the direction of the PR chairman who is appointed by the president, can prepare a series of articles for the daily newspaper. These articles can intrepret to the public the substance of the curriculum and the philosophy of the school. Because the articles are printed under the auspices of the association, the public is aware that the entire school system is involved in the school program.

Another often overlooked area as a PR source is the PTA. An association that works as a group with the PTA can develop a better understanding of the school program among the parents. The PTA, in turn, can use its impartial influence on the public much easier than can the administrator or the teachers.

Numerous projects lend themselves to administrator-association promotions. The most elaborate is American Education Week. Use of NEA materials to provide ideas for promotion of the schools is vital. Since there are so many success stories on the observance of AEW available, it is not necessary to go into detail in this presentation.

Teaching career month is another opportunity for cooperation between administrator and association. As in AEW promotion, the NEA will supply materials and ideas.

Open house and back-to-school programs also lend to association sponsored promotion. In many schools, the administrators, the PTA Council officers, and the local association membership chairman and officers welcome the new teachers at coffee hours. Some associations even help their potential new members locate lodging. Business-Industry-Education days also fall in this category.

Many times, recognition of outstanding service or scholarship can be made through the local association. When honoring student achievement, a scholarship or grant could be given in the name of the local association. Funds can be raised by the teacher groups for this aid.

It is often better for the professional association to honor fellow teachers than for the administrator to single out what some may call "favorites." A local county association in Pennsylvania annually presents a "Gold Seal" award to honor the teacher of the year.

A speakers' service bureau organized by the local association can provide civic groups with program material for their meetings. Distribution of booklets with this service should be widespread.

In all cases it is well to remember that a public relations program operates best when as many persons as possible are "included in." The teachers association in your building provides a natural vehicle for including your staff in many of the important public relations projects.

Public relations is what you make it. Its recipe for success is simple but there is need for a great deal of stirring. Common sense plus some imagination, and a little planning, coordination, and cooperation thrown in for seasoning can provide a tasty morsel. But the administrator must mix the ingredients properly.

Part Four

Issues Challenging Educators and Citizens

Educators and citizens are being rushed into a world-wide social and, hence, educational maelstrom. The citizens have a right to expect intelligent evaluation and leadership from our profession.

MILES C. ROMNEY

A PUBLIC relations program for the American high school in the decade ahead will involve a far closer working relationship between the schools and the communities they serve than is generally true today. There are two reasons for this.

First, the decade ahead promises to be one of phenomenal change. We in the public schools will be working intimately with the people in our communities to assess the nature of these changes and to plan for our schools to meet the needs of changing times.

Second, from what we can see of the high-school program that is likely to emerge in the decade ahead, there is going to be a major increase in interaction between the schools and the community. The paragraphs which follow will elaborate these two thoughts.

Someone has said that there is nothing constant except change. And what changes we've seen in the past fifty years! Yet the ferment among nations and peoples and the stupendous rate of discovery in all fields, spawned by the relentless, well-organized, and large-scale search for discovery, give promise that the rate of change, already breathtaking, will accelerate in the years just ahead.

The schools will be caught up in these changes. Born, as they were, out of the needs of society, they have been called upon to adjust to the needs of an ever more complex society. Anyone who doubts that society does turn to its schools to seek solutions to its problems has forgotten the searching questions asked of and about our schools when startled Americans first became aware of a Russian stranger in the sky.

Dr. Romney is a Professor of Education at the University of Oregon, Eugene, Oregon.

Ours is the responsibility to seek out from seers in all fields the likely direction and force of the trends and influences that will shape the role and function of education in the future. The people in our communities will expect us to seek to project the shape of things to come. It is to us that they will look for some direction.

If educators cannot tell us the direction education must take, who can? If educators are unwilling to speak out firmly about the defects in what we are doing now and in behalf of the improvements we should make, who can speak out? If our scientists will not scream above the voices of economy for the extravagant rightness of experiment and research, who will make themselves heard? If administrators and boards—with all the statistics at their command—cannot estimate for us the kind of growth we can expect in educational demands, who will do the estimating?[1]

The Challenge of Numbers

The pressures of population increase are too painfully a part of our existence to need serious documentation of the fact that we are caught up in a problem of serious proportions. Increasing at the rate of 2.8 million annually in the United States, most communities would be willing to testify that they are receiving their fair share of that increase each year.

The challenge of numbers forces upon us the need for finding solutions to the following kinds of questions: "What kinds of programs must our high schools provide to achieve the purposes for which they are established, keeping in mind the wide range in talents and interests of high-school youth?" "How much of the nation's income should be spent in support of a program of education enrolling one in five of the people of the United States?" "How many teachers, with what kind of preparation, are needed to meet the demands of such a program?" "How can they be recruited and prepared?" "How many and what kinds of facilities must be provided for the school program?"

Community Expectations of Our Schools

None of the foregoing questions can be answered without knowing what it is that is wanted of the schools—what responsibility the schools are expected to assume. But these decisions will not be made by educators alone, nor have they ever been made in this fashion. These are decisions that have been made by the people whom the schools serve. And the people have made their decisions out of pressures that social and economic trends have made them sensitive to.

It will be recognized by anyone familiar with the public schools that the assumption by the schools of increasing concerns for their pupils' social and recreational activities, and general health and welfare, as well as their intellectual development have resulted from changing social and

[1] The Honorable Robert Holmes, Governor of Oregon. "The Value of an Educated Citizenry." *Facing the Critical Decade*. Proceedings of the Oregon State Conference on Higher Education Needs. Eugene, Oregon: Oregon State System of Higher Education. 1957. p. 59.

economic conditions. The schools responded to the challenge of changing times in the way they have done because communities demanded that they fill the needs of which the community was aware. Anyone who has forgotten this can refresh his memory by referring to public opinion polls of the past 20 years.[2]

Reappraisal of Purposes

During the past several years there has been increasing concern expressed over the need for a reappraisal of the purposes to be achieved by our high schools. Some have insisted that the urgency of the situation demands that we proceed not community-by-community, but that the reappraisal be made at the state or national level, and that needed changes in the educational program ought then to be mandated from these levels.

Leiberman asserts that *intellectually* local control is already a corpse.[3] He envisions the necessity for a "centralized" system of schools in this country because of the fallacy, as he sees it, of seeking the needed improvements in education through a school-by-school or community-by-community approach. Admiral Rickover proposes the creation of a national council of scholars to set standards for the high schools. This would have the advantage, as he sees it, of removing from the public schools themselves the power to set standards, and would, therefore, likely elevate the standards.

These are important suggestions, whether we agree with them or not. Their supporters make strong cases for them. It is the writer's opinion, however, that despite the cogency of the case being made for centralization of control in education, the long tradition of local control, and the fear our people have of centralized control in education, the most likely result will follow Dr. Conant's recommendation below, rather than Mr. Leiberman's or Admiral Rickover's.

> The improvement must come school by school and be made with due regard for the nature of the community. Therefore, I conclude by addressing this final word to citizens who are concerned with public education: avoid generalizations, recognize the necessity of diversity, get the facts about your local situation, elect a good school board, and support the efforts of the board to improve the schools.[4]

Present priorities in public education do need continuing study in review. Perhaps new priorities will be written for our high schools in the years just ahead. But they are likely to be written by the people whom they serve.

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[2] See National Opinion Research Center. "The Public Looks at Education." *Report No. 21*. Denver, Colorado: University of Denver, 1944. p. 14. Also, Committee on Tax Education and School Finance, National Education Association. *Public Opinion Polls on American Education*. Washington, D. C.: the Association. 1958

[3] Myron Leiberman. *The Future of Public Education*. Chicago, Ill.: University of Chicago Press. 1960. p. 34.

[4] James B. Conant. *The American High School Today*. New York: McGraw-Hill Book Co. 1959. p. 96.

Ours, then, will be the responsibility to help the people of our communities and states to broaden and extend the range of their vision concerning what the implications of social and economic trends are, and what good schools are and can do. The quality of education in a community has been shown to be positively correlated with the level of understanding of the adult population. If we are able by conscious effort to raise that level of understanding we shall have made an important contribution to quality education.

It will be increasingly important that the people in our communities place a proper value on education, for the competition from city and county governments and other taxing jurisdictions for tax monies makes it imperative that the interests of our children be presented faithfully and well. We need not fear for the decision which the buyers in our states and communities will make if they must choose among competing demands for their support, provided the needs of our children are made clear. It would be tragic, however, were unwise buyer choices made simply because those who might be expected to speak out forcefully in the interests of children and youth fail to do so. This will be a continuing and important responsibility resting upon us.

Some Anticipated Changes

In thinking about the nature of the changes that will likely occur in secondary education in the decade ahead, the writer makes no claim to any occult powers nor to any special spirit of divination. In looking about, one sees in schools here and there developments which seem likely to point the direction of future developments. As leaders in our communities, we shall be interested in helping the people of our communities to see what these and other changes are likely to be.

Reorganization

Reorganization of school districts will continue, perhaps at an accelerated pace. In the process, more and more of the small high schools will disappear, to be replaced by larger schools more efficiently organized and administered. The small high schools which excessive distances or topographic features make continuously necessary will become better schools. Specialists will be shared by these small schools, as is presently being done in New York and Michigan. Correspondence courses will enrich the curriculum, as they have done in Nebraska. Television and films will make their contribution too.

School Within a School

In the communities with very large high schools, there will be, to an increasing extent, efforts to secure the blessings of the smaller schools through such devices as the "school within a school" or "house plan" found in Newton, Massachusetts, Fairfield, Connecticut, and Highland Park, Michigan. Each "school" within the larger school will be a separate entity, socially and educationally, but sharing with other "schools" the larger facilities such as the gymnasium, library, cafeteria, *etc.*

Large City Organization

In the very large cities efforts will be made to secure through organization the advantages of the small city, without losing the advantages possessed by the large city. Cities will be divided into sub-school districts, each such district constituting one or more high schools with its supporting elementary and intermediate schools, administered by an assistant superintendent or comparable official. Efforts will be made to develop the same kind of rapport between the high school and its supporting intermediate schools, and between all of the schools in the sub-district and the people they serve, as one finds in the better school systems of a reasonable size. The Bronx Park Community Project in New York and the Denby High School Community experience in Detroit have demonstrated that such efforts can be extremely fruitful. The writer was privileged over a period of several years to have a close personal relationship with the developments at Denby and knows first-hand of their promise. Chicago, among the large cities, is perhaps the best illustration at the moment of this effort on a city-wide basis.

Content of Subject Matter To Be Altered

The content of the subject matter in some high-school programs will be greatly altered; for example, in the areas of mathematics, science, and foreign languages. The work of the Committee on the Undergraduate Program of the Mathematical Association of America and the Physical Science Study Committee suggest the nature of the changes in content one may expect to find in the fields of mathematics and science in the years just ahead. The latter committee was organized in 1956 under a grant from the National Science Foundation and is administered by the Department of Sponsored Research of the Massachusetts Institute of Technology. The National Defense Education Act is giving impetus to better language instruction. In every area of the curriculum, there will be concern to up-grade the quality of the instruction.

Grouping for Instruction

There likely will be an extension of the trend already commonly accepted, of grouping according to abilities in each separate subject, so that a student may find himself in a fast group in one subject and in a slower group in a second subject. Well-developed guidance programs will insure the proper placement of students in accordance with their abilities and interests. The comprehensive high school will offer these differentiated opportunities, at the same time providing for youth to mingle without regard to abilities in social and recreational activities and in some classes, such as Dr. Conant has suggested.

Experimentation with Class Size

There will be a good bit of experimentation with class size in various areas of instruction. No longer will 25 or 30 pupils per class be assumed to be the optimum or maximum size for all classes. The Commission on the Experimental Study of the Utilization of Staff in the Secondary

School has suggested the possibilities of large-group instruction, individual study, and small-group instruction in the schools.[5] The television programs in some eastern communities, and the Random Falls Idea[6] suggest implications for such experimentation.

More Effective Utilization of Personnel

More effective utilization of personnel will be sought through such avenues as television or "team teaching" as proposed in the Trump reports, or some modification thereof. "Team teaching" may be observed in schools in the New York and Boston areas, in the Mid-West, and some parts of California. Though the writer has not personally observed team teaching, it seems to have several important capabilities, among which are:

1. It, like other experimental approaches to fuller utilization of staff, gives evidence to the skeptical that we in education, like searchers in other fields, are seeking to learn how to do the job better and more effectively.
2. It makes provision for the recognition of truly professional teachers, providing at the same time for the utilization of the services of those with lesser talents or lesser interests in a teaching career.

Re-Evaluation of Marketable Skills

Concerned as we are, and are likely to be in the future, with developing marketable skills for some of our high-school clientele, we shall be obliged to reassess the nature of these skills, in the face of a changing world. Man's ability to harness energy to do his work will have profound effects on these skills.

The implications of this development are suggested by the Rockefeller Report on Education[7] which notes that "whereas in 1910 highly developed skills and considerable educational background were demanded of less than one third of our work force, by 1957, they were necessary for almost half . . . the increase in employment has been greatest in precisely those categories that require the highest competence and the most extended training."[8] Further the Report says:

> The consensus of engineers and economists who have considered the problem is that automation will reduce the number of routine jobs and will replace them by more demanding tasks of supervision, maintenance and regulation in addition to the production of the machines themselves. Thus automation lends impetus to the trend away from unskilled and semi-skilled labor and toward skilled employments—a trend that had already gathered momentum with our gains in command of energy sources. And automation is adding this

[5] J. Lloyd Trump. *Images of the Future* and *New Directions in Secondary Education*. Washington, D. C.: National Association of Secondary-School Principals. 1959.

[6] Archibald Shaw and J. L. Reid. "The Random Falls Idea," *School Executive* 75:47-86, March 1956.

[7] Rockefeller Brothers Fund. *The Pursuit of Excellence—Education and the Future of America*. Garden City, New York: Doubleday and Company. 1958.

[8] *Ibid*. p. 7.

impetus in precisely those areas where the level of work is now least challenging—routine jobs in the factory and in the large office."[9]

Chase's comment on marketable skills suggest the reassessment already being made.

> . . . Within the next 40 years or so, we will discover what many have already discovered—that literacy, the ability to be precise in one's own language, is a marketable skill; that the ability to understand and use numbers in a somewhat sophisticated sense is a marketable skill. . . . The ability to use another language and to think in it is a marketable skill. Perhaps much more marketable than the ability to do manual work, run a lathe, or to qualify as a machinist, though I am not arguing that no attention should be given to those things.[10]

Preparation of High-School Teachers

Despite the efforts that will be made to professionalize further high-school teaching, which will probably include efforts to reduce: (1) teaching loads, (2) classroom interruptions, (3) extracurricular demands on teachers, and to increase the salary of qualified teachers, it appears that there will be a continuing shortage of teachers in some areas. To some extent this shortage can be ameliorated by the adoption of some of the proposals for wiser utilization of staff. However, it is likely to continue to be true that "the greatest unmet need for high schools is in certain fields, rather than in gross numbers."[11]

Certain it is that strenuous efforts will be made to increase the certification requirements for high-school teachers and the required teaching norms. The Bowling Green and subsequent conferences, which have brought together liberal arts personnel and personnel from the professional schools of our colleges and universities give promise of a new era of cooperation which will help to insure that the high-school teacher will secure depth and breadth in fields of teaching interest, as well as a thorough grounding in the nature of learning, the characteristics of adolescent youth, and the teaching methods and other tools essential to success.

Preparation of High-School Administrators

It may be anticipated in the next ten years that considerable thought and effort will be directed toward the improvement of the selection and preparation of prospective high-school administrators. It is likely that certification requirements for high-school principals will be increased in many parts of the United States. Is it also possible that the National Association of Secondary-School Principals will, in the next ten years, give thought to the up-grading of the requirements for admission into the

[9] *Ibid.* p. 9.

[10] Francis P. Chase. "The Next Fifty Years in Public Education." *Problems and Opportunities in Financing Education.* Washington, D. C.: Committee on Tax Education and Finance, NEA. 1959. p. 12.

[11] Ray C. Maul. "The Teacher Shortage Persists." *American School Board Journal.* May 1960. p. 19.

Association, as the American Association of School Administrators has done within the past year.[12]

Perhaps something will be learned about selection of prospective high-school administrators from the study on selection of prospective elementary-school principals, being carried on at the present time under the auspices of the University Council for School Administration. This study, financed by a grant from the Carnegie Foundation, is developing and trying out simulated materials as a basis for selection.

Programs of preparation will make use of the entire resources of the university. Candidates will have a firm grounding in the areas of communication, social psychology, group dynamics, theory of organization and related fields, as well as in the customary professional fields. Increasingly, provision will be made for the prospective principal to secure firsthand clinical experience before going out on the job on his own.

With the improvement of programs of preparation for high-school principals, we may anticipate that the certification requirements for high-school principals will be tied closely to the preparation programs of the NCATE accredited institutions. This will have much to do either with the up-grading of the presently inadequate preparation institutions or with their eventual elimination as preparation centers.

Implications for Relationships with the Community

The high school of tomorrow will be much more a part of the community it serves than is true of most high schools today. The Random Falls Idea, earlier referred to, is suggestive of the extent to which the community will become a part of the high-school student's classroom and laboratory. In the upper years of the high school many high-school students will find themselves dividing their time between formal instruction in the high-school classrooms and laboratories and on-the-job instruction, in anticipation of the job into which they will move upon graduation.

As high-school pupils move into the community more and more, so will the adult members of the community have more and more contacts with the high school: some as members of "teaching teams," or otherwise as contributors to the education of high-school students; others as seekers after the services which will be made available to them in the high-school extended program—counseling, job training, general education and the like. Critical they may sometimes be, but they will speak with a surer knowledge of the problems of high-school teaching, the problems of high-school youth, and of the cost of providing quality education for so large a proportion of our population.

Those of us who are concerned with developing sound school-community relations will come to see that these are dependent upon

[12] The American Association of School Administrators voted in February 1959 that, begining with the year 1964, new applicants for admission must have completed a two-year graduate program in school administration at an institution accredited by the National Council on Accreditation for Teacher Education.

something more than our doing good and telling the community about it. In far too many communities public relations programs have consisted of telling the community by various means of the good things the schools are doing.

We will see the necessity for establishing communication with the important publics in our communities in such a way that they can communicate with us quite as readily as we with them. We will recognize more fully that the important decisions concerning the reappraisal of the high-school program in the years ahead will be made by the people in our communities. It is our opportunity to work with them in helping them to extend and broaden the range of their vision as to what good schools are and what they can accomplish. We shall have to plan with them for the changes in our schools that will need to be made if our schools are to adjust to the changing needs of the years ahead. They will look to us for direction and help, but also as partners in the venture. When we and the schools are *of* the community and not set apart from it, we shall have begun to establish the most effective kind of public relations.

THE LITTLE THINGS COUNT, TOO

Everyone agrees that an informed staff is essential to a good public relations program. Few schools, however, have a planned program for providing staffs with miscellaneous information about the schools that so often fills casual conversations in the community.

At the beginning of the school year, the Waukesha (Wis.) schools print and distribute a set of informal questions about the local school system. On the back of the quiz sheet are the answers, which cover information about the high school and the entire school district.

School enrollments, tuition costs, bus service, library circulation, number of employees, value of school buildings, percentage of students going on to college are among the questions listed.

Its effectiveness proves that it is often the little things that count.

Part Five

NSPRA and NASSP—Partners in Public Relations

CLAYTON E. ROSE

THE National School Public Relations Association, recognizing the principal's key leadership role in shaping school policies and practices in harmony with principles of good school-community relations, welcomes cooperation with secondary-school principals in furthering common objectives. NSPRA, now celebrating its 25th Anniversary, is grateful for this opportunity to collaborate with NASSP in the preparation of this significant publication.

NSPRA endeavors to accomplish three basic purposes: to promote complete school-staff understanding of the educational goals, and the day-by-day problems encountered in working toward these goals; to improve comprehension of the make-up of the community, its individuals, groups, and the values it places upon public education; and to increase knowledge of ways to bring closer relationships between the school and the community.

Numerous publications have been prepared and distributed by NSPRA to principals, superintendents, classroom teachers, parents, and key community leaders. Two million copies of handbooks alone have been printed, and, if it were possible to count the number of newsletters, magazines, reprints, and information memoranda, the total figure might be tripled or quadrupled.

Many secondary-school principals, increasingly conscious of the vital roles they and the classroom teachers play in developing good school-community relations, have found practical PR suggestions in NSPRA publications, and many make consistent use of them. The following brief descriptions of NSPRA handbooks and newsletters are presented to provide a ready reference list for each principal, and to encourage even greater use in bringing about knowledge, understanding, and appreciation so necessary if secondary schools are to fulfill their promise to the future of our youth:

Mr. Rose is President of the National School Public Relations Association and Director of Public Relations for the New York State Teachers Association.

Handbooks

Pebbles: Successful Public Relations Ideas That Start with the Teachers in the Classroom and Reach into Every Home. This new handbook is an inspiring idea-fund for any principal or classroom teacher, an ideal orientation tool for new teachers, and a refresher for in-service workshops. Tested ideas that can build better public relations in the school, in homes, in the community, and in the profession. 1960. 40 p. Single copy, 50¢.

Winning Ways: How To Conduct Successful Election Campaigns for Public School Tax and Bond Proposals. A brand new working manual for school administrators, boards of education, citizens committees, PTA members, and key community leaders. 1960. 44 p. Single copy, $1.

Feel Their Pulse: Guide to Opinion Polling. Outlines for principals and school leaders, how, when, where, and why the opinion survey should be used. Advice in planning, operating, and interpreting the survey. Explains the use of the poll in taking inventories of opinion and attitudes. 1956. 48 p. Single copy, $1.

It's High Time: Guide for Parents of High-School Students. Published in cooperation with the National Association of Secondary-School Principals. For parents of boys and girls soon to enter high school. How adolescents grow; how (and why) teenage fads sweep the town; how parents can help youngsters set up workable family rules for curfews, dating, home chores, use of the car. 1955. 40 p. Single copy, 50¢.

Let's Go to Press: The Classroom Teacher's Guide to School News Reporting. For principals and teachers responsible for working with newspaper editors and reporters. How to spot newsworthy photos, organize an efficient school news reporting system. 1956. 32 p. Single copy, 75¢.

Public Relations Gold Mine, Number One. Roundup of tested PR ideas: A Flying Start for the Year; Publication No. 1; A Direct Line; Welcoming New Teachers; Piloting the Parent-Teacher Conference; Radio—the Lively Corpse; TV—Major PR Medium; Getting Grandpa into the Act; Art of the Open House; Campaigns, Inc.; When Mom Works Outside the Home; Teacher Recruitment. 1957. 64 p. Single copy, $1.25.

Public Relations Gold Mine, Number Two. Roundup of tested PR ideas: Perking Up Parent Meetings; Cultivating the News Garden; Refresher Course in Conferences; Discipline Is Everybody's Job; How To Treat Speakers; Classroom Ambassadors-at-Large; Don't Slight Subs; The School Family; Tips for Orientation Programs. 1959. 64 p. Single copy, $1.25.

Print It Right: How To Plan, Write, and Design School Public Relations Materials. Designed to help administrators, association leaders, and others produce better reports, newsletters, periodicals, leaflets, handbooks, campaign materials. 1953. 48 p. Single copy, $1.50.

School Photojournalism—Telling Your School Story in Pictures. Prepared by NSPRA and the editors of LOOK Magazine. Heavily illustrated and bristling with successful word and picture techniques. An unusual pictorial manual. 1958. 72 p. Single copy, $2.

Newsletters

Education U.S.A. with Education Scope. Fast mail newsletters rushed weekly to reach busy schoolman's desk each Thursday. Reports latest developments in education across the nation. Alerts readers to coming and current coverage of education through press, radio, TV, national magazines. Annual subscription, $15.

It Starts in the Classroom Newsletter. Monthly report packed with classroom-inspired, classroom-tested PR ideas and techniques. Past topics have included: parent conferences, field trips, substitute teachers, home visits, PTA meetings, staff unity, teacher recruiting, publications, *etc.* Single annual subscription, $3.

Trends. The school public relations newsletter. Terse, fact-packed accounts of how other school administrators and PR directors are carrying on all phases of their school public relations programs. Published twice a month. Single annual subscription, $6.

Magazine Article Reprints

The School Bell Packet. A monthly package of reprints of the most important articles about education as reported by the national magazines, press, radio, and television. Not digests, but complete articles. Annual subscription, $2.

Approved List of National Contests and Activities for 1960-61

THIS is the 20th consecutive year that the National Association of Secondary-School Principals has published the List of Approved National Contests and Activities. The Committee named below prepared the list after careful study of the applications received from sponsors in business, industry, government, and the professions. Only those national contests and activities that meet rigorous standards of the recommended Criteria have been placed on the Approved List. By using this List, principals can assure professional control, and, at the same time, protect their students from unapproved contests.

During the past year, the Committee has taken action to reduce the number of essay contests. In fact, the Committee believes that essay contests are professionally defensible only when they are given under supervised conditions. When essay contests are conducted without supervision, they tend to serve little or no educational purpose.

In its effort to limit the number of approved national contests and activities, the Committee is making headway. Although they have been confronted by increasing demands for approval, they have adopted a rigorous policy on approving new national contests or activities. In addition, members of the Committee have visited a number of national contests and activities as they take place in various parts of the country; in this way they are able to secure a more reliable and valid appraisal.

We ask the secondary-school principal to read carefully the five sections in this brochure: (A) Recommendations for Participating, (B) General Recommendations, (C) Criteria, (D) Approved National Contests, and (E) Approved List of National Activities. The extent to which principals and their state associations support the recommendations of the Committee on National Contests and Activities will determine the degree of cooperation among all of us in protecting students from pressures to participate in undesirable contests or activities.

The Committee on National Contests and Activities: Albert Willis, *Executive Secretary*, Illinois High School Association, 11 South LaSalle Street, Chicago 3, Illinois, *Chairman;* Robert V. Cresswell, *Principal*, David B. Oliver High School, Pittsburgh, Pennsylvania; R. C. Guy, *Principal*, Hutchinson Senior High School, Hutchinson, Kansas; John M. Hougland, *Principal*, Marion Senior High School, Marion, Indiana; Elton L. Jones, *Principal*, Ocala High School, Ocala, Florida; Raymond S. Locke, *Principal*, Barrington High School, Barrington, Rhode Island.

A. Recommendations for Participating in National Contests and Activities in Schools

It Is Recommended:

1. ***Policy for All Secondary Schools***

   That all secondary schools take a firm and consistent position against participating in unapproved national contests or activities.

2. ***School Participation***

   (a) *On a national basis*—That a school confine its participation to those national contests that are currently placed on the Approved List.

   (b) *On a state basis*—That schools limit their participation to contests and activities endorsed by their own state high-school organizations.

3. ***Student Participation***

   (a) That, if a school participates in any approved contest or activity outside the state, no pupil should be absent from school more than five school days for a single contest or activity.

   (b) That no individual pupil should participate in more than one contest in each of the categories on the Approved List except where scholarships are involved.

4. ***Essay Contests***

   Unsupervised essay contests are of questionable educational value. If the essay contest is not given under secure conditions, we make the recommendation that:

   (a) A school announce or post notice *only*, but not promote an essay contest.

   (b) A staff member should not be required to serve as a judge for an essay contest.

   (c) A staff member should not be required to use class periods for conducting an essay contest.

B. General Recommendations

The Committee suggests that all secondary-school administrators give consideration to these recommendations:

1. Before a school agrees to participate in any national contest or activity, the principal should check this List to find out whether it is approved. If the contest or activity is not approved, *please do not participate in it.*

2. Approval by the Committee on National Contests and Activities does not give the sponsor the right to operate in any school. The school will determine the contests and activities in which it chooses to take part.

3. In regard to college scholarships, no sponsor should pay a cash award directly to the student. The award should be deposited with the treasurer of the institution selected by the student.

C. Criteria

School administrators agree that many contests offered to schools are of doubtful educational value. To help determine which contests or activities are educationally desirable, the Committee on National Contests and Activities has prepared the following Criteria. In applying these Criteria, the Committee aims to select for approval only those contests and activities of highest educational value and greatest potential worth for high-school youth.

Sponsors of contests and activities desiring official approval by the Committee on National Contests and Activities should read carefully the Criteria before filing an application.

1. *Primary Objective*

   The primary aim of a national contest or activity is to benefit high-school youth in educational, civic, social, and ethical development.

2. *Types of Contests*

   Contests that make it possible for individual students to work out contributions, solutions, and creations by their own efforts are preferred. Scholarship and achievement tests and contests involving original work by the contestant are highly recommended.

3. *Purpose*

   The contest or activity should be educationally sound, worthy, and stimulating to the student.

4. *Values*

   a. The contest or activity should be well planned and have adequate evaluation.
   b. The contest must emphasize either the development of intellectual competence, good citizenship, or high moral standards.
   c. The contest or activity must be of such a nature as not to be considered commercial, controversial and sectarian, or concerned with propaganda or advertising of any individual.

5. *Restrictions*

   a. No contestant may be excluded because of race, color, or creed.
   b. The contest or activity must not place undue burdens on students, teachers, or school.
   c. The student or school should not be required to pay an entry fee or to purchase materials to participate.
   d. Teachers should not be required to judge or select contestants in any stage of a contest.

e. The contest or activity must not require frequent absences of participants from school. Special consideration will be given to an activity held during the summer vacation period.
f. Ordinarily, out-of-state travel during the school year should be limited to one student per state for any contest.
g. A new contest or activity should not duplicate one already sponsored by another organization.
h. An organization should not conduct more than one national contest or activity in the same school year.

6. *Awards and Prizes*
   a. Awards and prizes must be adequate in number and amount. The payment of cash awards directly to winners should be avoided.
   b. Scholarships and educational trips are regarded as the most desirable types of awards.
7. *Sponsorship*
   a. The organization sponsoring the contest or activity must be engaged in a creditable or acceptable enterprise regardless of the kind and amount of prizes offered, and must not use the contest or activity as a "front" for advertising a company name or product.

Other Conditions and Requirements

1. If participation in a contest or activity is offered to schools in six or more states, it will be regarded as a national contest or activity and application for placement on the Approved List should be made to the Committee on National Contests and Activities.
2. If participation is offered to schools in only one state, or fewer than six states, separate applications should be directed to the appropriate organizations that approve contests and activities—the State Association of Secondary-School Principals, the State Activities Association, the State Department of Education, *etc.*
3. Organizations whose contests or activities are placed on the Approved List must include this statement on their publications or entry blanks: "The National Association of Secondary-School Principals has placed this Contest (or this Activity) on the Approved List of National Contests and Activities for 1960-61." Further, they should inform the Committee of the names of the national and state winners of contests as soon as they are determined.
4. Applications for placing national contests or activities on the Approved List must be filed with the Committee on National Contests and Activities on or before April 15 for consideration for the ensuing school year.
5. Approval of national contests or activities is for one year only. New applications must be submitted each year.

D. Approved National Contests (Non-Athletic) for 1960-61

Sponsoring Agency	Title and/or Type of Contest Approved	Years on Approved List	Closing Date of Registration
Art Contests			
American Automobile Association, 1712 G St., N. W., Wash. 6, D. C.	Traffic safety poster contest	16	Mar. 1
American Legion Auxiliary, 777 North Meridian St., Indianapolis, Ind.	Poppy poster contest	16	June
Eastman Kodak Company, 343 State St., Rochester, N. Y.	Photography awards	15	Mar. 31
Fisher Body Division, General Motors Corporation, Detroit 2, Mich.	Craftsman's guild awards	15	May
General Federation of Women's Clubs, 1734 N St., N. W., Wash. 6, D. C.	Art talent contest	7	Apr. 1
National Soap Sculpture Committee, 36-40 37th St., Long Island City 1, N. Y.	National soap sculpture contest	4	April
Editorial and Writing Contests			
Advertising Federation of America, 250 West 57th St., New York 19, N. Y.	Editorial contest	14	Apr. 14
Atlantic Monthly, 8 Arlington St., Boston 16, Mass.	Creative writing contest	17	Mar. 10
Civitan International, 115 N. 21st St., Birmingham, Ala.	Essay contest	7	Mar. 15
Ladies Auxiliary to the Veterans of Foreign Wars, 406 West 34th St., Kansas City 11, Mo.	Essay contest	16	March
National Employ the Physically Handicapped Week, U.S. Department of Labor, Washington 25, D. C.	Essay contest	13	Mar. 15
National Sales Executives, Inc., 630 3rd Ave., New York 17, N. Y.	Essay contest	13	March
National Tuberculosis Association, 1790 Broadway, New York 19, N. Y.	School press contest	13	Dec. 19
Propeller Club of the United States, 17 Battery Place, New York, N. Y.	Essay contest	15	Feb. 1
Examinations and Scholarships			
American Association of Physics Teachers, 335 East 45th St., New York 17, N. Y.	Scholarship awards program	3	April
American Association of Teachers of French, University of North Dakota, Grand Forks, N. D.	Examination	13	Mar. 1
American Association of Teachers of German, Syracuse University, Syracuse 10, N. Y.	Examination	1	Jan. 15

SPONSORING AGENCY	TITLE AND/OR TYPE OF CONTEST APPROVED	YEARS ON APPROVED LIST	CLOSING DATE OF REGISTRATION
American Association of Teachers of Spanish and Portuguese, DePauw University, Greencastle, Ind.	Examination	4	Feb. 1
American Veterans of World War II, 1710 Rhode Island Ave., N. W., Washington, D. C.	AMVETS Scholarships	6	Feb. 20
Association for Promotion of Study of Latin, P. O. Box 501, Elizabeth, N. J.	Examination	13	Mar. 31
Bausch and Lomb Optical Company, 635 St. Paul St., Rochester 2, N. Y.	Science award and scholarship program	15	Mar. 1
Elks National Foundation Trustees, 16 Court St., Boston 8, Mass.	Most valuable student awards; scholarship	13	Mar. 1
Fannie and John Hertz Engineering Scholarship Foundation, 1314 Westwood Blvd., Los Angeles 24, Calif.	Engineering scholarships	1 *	Nov. 25
General Mills, Inc., 9200 Wayzata Blvd., Minneapolis 26, Minn.	Betty Crocker Search Scholarships	7	Oct. 31
General Motors Corporation, Detroit, Mich.	National scholarship program	6	Jan. 9
Latham Foundation for the Promotion of Humane Education, Latham Square Building, Oakland 12, Calif.	Poster contest; scholarship	6	None required
Metropolitan New York Section of the Mathematical Association of America, Polytechnic Institute of Brooklyn, N. Y.	Mathematics contest; examination	4	Jan. 16
National Council of Teachers of English, 704 South Sixth St., Champaign, Ill.	NCTE achievement awards	3	Apr. 1
National Honor Society Scholarship Board of the National Association of Secondary-School Principals, 1201 16th St., N. W., Washington 6, D. C.	Preliminary Scholastic Aptitude Test	16	Oct. 1
National Merit Scholarship Corporation, 1580 Sherman Ave., Evanston, Ill.	Scholarship program	6	Jan. 15
National Restaurant Foundation, 1530 N. Lake Shore Dr., Chicago, Ill.	Scholarship awards	7	Feb. 1
Our Times, American Education Publications, Wesleyan University, Middletown, Conn.	Current affairs program; scholarship	4	Jan. 31
Quill and Scroll Society, State University of Iowa, Iowa City, Iowa	Current events quiz; scholarship	10	Apr. 15
Science Service, 1719 N St., N. W., Washington 6, D. C.	Science talent search; scholarship	18	Dec. 27

SPONSORING AGENCY	TITLE AND/OR TYPE OF CONTEST APPROVED	YEARS ON APPROVED LIST	CLOSING DATE OF REGISTRATION
Thom McAn Company; Scholastic Roto, 25 West 43rd St., New York 36, N. Y.	Leadership awards; scholarship	6	Mar. 15
Home Economics and Industrial Arts			
American Wool Council, Suite 520, Railway Exchange Bldg., Denver 2, Colo.	Home sewing contest	6	Varies
Ford Motor Company, The American Road, Dearborn, Mich.	Industrial arts awards	11	June
National Red Cherry Institute, 747 Deerfield Rd., Deerfield, Ill.	Baking contest	11	Jan. 15
Speech Contests			
Improved Benevolent and Protective Order of Elks of the World, 1915 14th St., N. W., Washington, D. C.	Oratorical contest	9	June
National Americanism Commission of the American Legion, P. O. Box 1055, Indianapolis, Ind.	Oratorical contest	18	April
National Association of Broadcasters; Electronics Industries Association; State Association of Broadcasters in cooperation with the Veterans of Foreign Wars, 1771 N St., N. W., Washington 6, D. C.	Voice of Democracy; broadcast scriptwriting contest	12	November
National Forensic League, Ripon, Wis.	Speech tournament; Student congress	16	May
Supreme Lodge, Knights of Pythias, 420 First Ave., N. E., Cedar Rapids, Iowa	Public speaking contest	10	Apr. 30
United States Junior Chamber of Commerce; Mutual Benefit Life Insurance Co., Boulder Park, Box 7, Tulsa 2, Okla.	"My True Security—The American Way"; scriptwriting contest	3	May 1
Miscellaneous			
American Motorists Insurance Company, 4750 North Sheridan Road, Chicago 40, Ill.	Auto safety contest for schools	4	Apr. 10
Daughters of the American Revolution, 1776 D St., N. W., Washington 6, D. C.	Good citizen award	12	Varies
Future Scientists of America, National Science Teachers Association, 1201 16th St., N. W., Washington 6, D. C.	Science achievement awards	7	Mar. 15
Grand Lodge—Benevolent and Protective Order of Elks of the USA, Elks Memorial Bldg., 2750 Lakeview Ave., Chicago, Ill.	Youth leadership awards	6	Feb. 1

SPONSORING AGENCY	TITLE AND/OR TYPE OF CONTEST APPROVED	YEARS ON APPROVED LIST	CLOSING DATE OF REGISTRATION
Odd Fellows and Rebekahs of America, 2703 East Lake St., Minneapolis 6, Minn.	United Nations pilgrimages	6	Dec. 31
Scholastic Magazines, Inc., 33 West 42nd St., New York 36, N. Y.	Creative art; Creative writing; Photography contest	18	Mar. 1

E. Approved List of National Activities for 1960-61 (No Contests Included)

The Committee classifies conventions, meetings, work sessions, and educational travel (where no competition for awards exists) as Activities.

The Committee does not look with favor on any national activities that conflict with the regular school year, and it assumes that adequate and qualified adult supervision will be provided in the administration of these activities.

SPONSORING ORGANIZATION	MAIN OFFICE	YEARS ON APPROVED LIST	WHEN HELD
American Junior Red Cross	Washington 13, D. C.	8	May 16-18
American Poultry Industries' Fact Finding Conference	Washington 25, D. C.	2	Feb. 9-12
Boys' Nation (American Legion)	Indianapolis, Ind.	8	July 22-29
Distributive Education Clubs of America	Washington 5, D. C.	8	Apr. 20-23
Freedoms Foundation	Valley Forge, Penna.	5	School year
Future Business Leaders of America	Washington 6, D. C.	8	June 18-20
Future Farmers of America	Washington 25, D. C.	11	Oct. 10-13
Future Homemakers of America	Washington 25, D. C.	7	July 11-15
Junior Classical League	Englewood, Colo.	5	Aug. 7-11
Key Club International	Chicago 11, Ill.	8	July 2-5
Music Educators National Conference	Washington 6, D. C.	4	Varies
National Association of Student Councils	Washington 6, D. C.	8	June 18-22
National 4-H Club Conference	Washington 25, D. C.	9	Apr. 22-28
National Junior Vegetable Growers Association	Amherst, Mass.	12	Dec. 4-8
National Scholastic Press Association	Minneapolis 14, Minn.	8	Aug. 24-26
National Science Fair	Washington 6, D. C.	18	May 10-13
New Farmers of America	Washington 25, D. C.	8	Oct. 3-7
New Homemakers of America	Washington 25, D. C.	7	May 31-June 3
Student Traffic Safety Program (NEA Safety Commission)	Washington 6, D. C.	3	School year
Williamsburg Student Burgesses	Williamsburg, Va.	4	Feb. 18-22

The Book Column

Professional Books

BABBIDGE, H. D. *Student Financial Aid: Manual for Colleges and Universities*. Washington 9, D. C.: American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W. 1960. 56 pp. $1.50. This is an up-to-date manual for administrators of scholarships, loans, student employment and other forms of aid. The manual is designed for use by college and university financial aid officers, and will be of interest to high-school guidance counselors. A special 19-page section reprints model financial aid forms. This manual has been made possible under a grant from the Kiplinger Association, an educational foundation set up by the publishers of the *Kiplinger Washington Letter* and *Changing Times* magazine. In announcing publication, Robert Callis, President of the American College Personnel Association said, "Officers administering programs of financial aid will find the manual a complete guide for dealing with the pressing financial problems facing students, parents and colleges.

BAYLES, ERNEST E. *Democratic Educational Theory*. New York 16: Harper and Brothers, 49 E. 33rd Street. 1960. 278 pp. This book represents an accumulation of more than thirty years of the author's thoughts on what ought to be the major tenets of a genuinely democratic educational program—one which is comprehensive and can take into account the psychological nature of learners and of learning as well as the nature of the social-political matrix in which education is to be conducted. To be consistent, all parts must be harmoniously related to one another, thereby making the over-all treatment distinctly philosophical. To be practical, there must be clearly stated principles of what is to be taught and of how it is to be taught, of content and of procedure. Hence, the book is essentially educational philosophy.

BOND, G. L., AND E. B. WAGNER. *Teaching the Child To Read*. New York 11: The MacMillan Company, 60 Fifth Avenue. 1960. 428 pp. $5.50. Ten years have passed since the first revision of this book, almost twenty years since the original book was published. The growth in understanding of child development and of teaching methods during these years has been vast and exciting. Classroom teachers have experimented with materials and methods; many other fruitful researches have added information about children, their educational needs, and the reading process.

The major difference between this edition and the previous ones lies in increased emphases rather than in a change in the point of view. Through the inclusion of many illustrative exercises and examples, the book has been made more practical. Far more stress than in former editions is laid upon differences children display in reading development and how to deal with these differences. The treatment of developing word-recognition techniques and abilities has been greatly expanded and clarified. The book is intended primarily for students enrolled in college courses and for classroom teachers.

BOSSARD, J. H. S., AND E. S. BOLL. *The Sociology of Child Development*. New York 16: Harper and Brothers, 49 E. 33rd Street. 1960. 720 pp. Childhood is a universal human experience. A book about child development is therefore a book about all of us. The factors and problems involved in this process of growing up may be considered from different points of view. In this book the approach is primarily sociological. Its chief emphasis is upon the social situations in which children live and grow from infancy to maturity. Since all of us grow up with other persons, these social situations, too, are a part of our common experience. The book is composed of 32 chapters, classified under eight heads or parts: Introduction; The Child and His Family Setting; Facets of Family Life; Modes of Family Operation; Class and Status Differentials; Some Problem Families; Child Development and Nonfamily Groups; The Larger Social Setting for Child Development.

BOWEN, R. O., editor. *The New Professors*. New York 17: Holt, Rinehart and Winston, Inc., 383 Madison Avenue. 1960. 218 pp. $3.50. Since World War II, a new generation of educators has grown up within the American university. While harassed by larger classes, lower entrance requirements, intensified departmental politics, loyalty oaths, and the lure of highly paid non-academic jobs, most of these younger professors are conscious—"since sputnik"—of participating in a vast, constructive revolution in American education.

Through the frankly stated views and personal experiences of nine professors—including a sociologist, a historian, a political scientist, a psychologist, an English teacher, and a mathematician—this book presents a stimulating, open forum of free discussion about the changing American university and the role of its professors.

BROOKS, NELSON. *Language and Language Learning*. New York 17: Harcourt, Brace and Company, 750 Third Avenue. 1960. 254 pp. $3.50. The purpose of this book is to explore what may be involved in the substitution of such learning for the kind that is currently practiced in most of our schools and colleges. This will necessitate a close examination of what language is, how it works, and how it is learned. Both the theoretical and the practical aspects of this new mode of learning is reviewed from the point of view of the teacher and the learner alike.

BROWN, T. J. *Student Teaching in a Secondary School*. New York 16: Harper and Brothers, 49 East 33rd Street. 1960. 317 pp. $3.75. This text outlines the purposes and nature of student teaching and includes a detailed account of appropriate attitudes and actions, and some typical experiences of different student teachers. It describes the present-day high school and explores the problem of discipline. The book explains how to meet the problem of class control, both from the standpoint of power and authority, and of effective methods and understanding. Finally, the book suggests the best means of acquiring a suitable position, and how to develop once there. The book acquaints students with "midle-of-the-road" practices as well as more modern ones; presents many methods, rather than just unit teaching; focuses on the classroom and the teaching-learning process, rather than "covering the waterfront" (guidance, cocurricular activities, the slow child, the gifted child, *etc.*); and applies to teachers of all subjects. Additional features include selected readings at chapter ends, illustrative letter of recommendation, NEA Code of Ethics in Appendix, and several lesson plans and a unit plan carried in the text.

Also included is a manual: *Guiding a Student Teacher*. This addition obviates the job of writing, mimeographing, collating, and distributing a guide for cooperating teachers. Written within the framework of the same theory as the text, and with many of the same illustrations and evaluation forms, this manual provides a common basis for conference between cooperating teacher and student. The former is given a concise account of the problems confronting the student, along with theories and practices for guiding him.

BURSCH, C. W., AND J. L. REID. *High Schools Today and Tomorrow*. New York 22: Reinhold Publishing, 430 Park Avenue. 1957. 127 pp. The home base for each pupil will be an individual work station appropriately designed for a wide variety of learning activities and will be located close to a materials center and practical workshop. This will replace the corridor locker and the tablet armchair in a "home-room" generally occupied for a few minutes each day for roll-taking, school announcements, and a bit of group guidance.

In such a setting, the authors make this somewhat startling proposal—a program dominated by a truly individualized schedule as opposed to one dominated by a class schedule.

While seeming new, the proposal developed here deals primarily with the implementation of previous proposals which analyzed the purposes of high-school education, curriculum and co-curriculum content, psychological factors of learning, staff competence and attitudes, pupil guidance, and length of class periods. But progress in the implementation of these proposals has been distressingly slow.

This slowness is caused largely by three things: fixed class-schedule domination of the program, unsuitability of the high-school plant to implement the proposals, and unwillingness to adjust procedures and plant provisions in order to make full use of community resources.

What can be done with high-school scheduling and the high-school plant in order to implement current efforts to revise the educational offering and methods of teaching in high school? That is the central theme of this book.

COOK, L. A. AND E. F. *A Sociological Approach to Education*. New York 36: McGraw-Hill Book Company, Inc., 330 West 42nd Street. 1960. 379 pp. \$6.75. The text begins with social change, value conflict, and the need to involve schools and communities in solving local educational problems.

Part I introduces the sociological, anthropological and psychological aspects for relating education to society with the American scene of today as the center of interest. Five detailed community case studies, ranging from small to large places, accent five themes in our national life—social change, value conflicts, social class, the local power system, and area planning and reconstruction.

Part II, a study of child socialization, includes the total process of child growth, development, and education which every school must take into account.

Part III, on school and community, raises and seeks to answer the question: What is a healthy public school? Chapter 16 discusses the organized efforts of citizens and educators in Detroit to improve their schools. The volume concludes with a chapter on education as a profession.

The Cost of a Schoolhouse. New York 22: Educational Facilities Laboratories Inc., 477 Madison Avenue. 1960. 144 pp. (9" x 11¼"). Free. This book is the result of a year-long study of school planning, financing, and building economies by Educational Facilities Laboratories. EFL is an independent

nonprofit corporation created by the Ford Foundation in 1958 to assist American schools and colleges with the planning of their buildings and other physical facilities.

Substantial economies in school planning, building, and financing are outlined in the book. One school system saved over 3½ million dollars, the cost of a good-sized high school, by early and intelligent site selection and acquisition. An Eastern city saved over a million dollars by combining school planning with urban renewal. The study reported an analysis of school building costs throughout the country. Of the schools analyzed, the median cost was $15.99 per square foot.

The book discusses the various kinds of schools a community can build. It outlines: the best contemporary thinking on program, design, and construction; how to analyze and compare school costs; how to save money through a wise employment of financial resources; long-range planning of school needs and the purchase of school sites; and future trends in school design and construction. In addition, the study traces the evolution of the American schoolhouse and reports on trends in foreign school building.

Education Directory, 1959-1960—Part 4. Washington 25, D. C.: Supt. of Doc. 1960. 128 pp. 50¢. A listing of national and regional educational associations; college professional fraternities, honor societies, and recognition (national); state education associations; religious education associations; and international education associations—giving pertinent information about each, such as address, president and secretary and address of each, name of official publication, *etc*.

FAIT, H. F. *Adapted Physical Education*. Philadelphia 5: W. B. Saunders, W. Washington Square. 1960. 332 pp. $5.50. This textbook has been written especially for students planning to teach physical education in elementary and secondary schools in which a certain portion of the school population will have disabilities requiring special offerings in the physical education program; for those planning to teach in special schools and hospitals for children with physical and mental handicaps; and for those preparing for careers in physical education and related areas in hospitals and institutions for persons with physical, mental, and emotional ills. The book has been organized to give the prospective teacher of adapted physical education in all of these situations a brief introduction to the nature of each of the most common types of handicapping conditions, and its psychological implications for the one who is so afflicted so that he may bring to his work with the handicapped the understanding and enthusiasm without which no program can succeed.

GULLIKSEN, HAROLD, AND SAMUEL MESSICK, editors. *Psychological Scaling: Theory and Applications*. New York 16: John Wiley and Sons, Inc., 440 Park Avenue South. 1960. 211 pp. At the present time the science of psychology is passing through an important and crucial phase—as quantitative methods and techniques are employed with increasing frequency in the study of human behavior. This book, which is based on a conference held at Princeton, New Jersey, in May of 1958, presents a series of articles by fourteen leading behavioral scientists and research workers. These articles both survey the present state of psychological measurement and indicate possible future developments in the theory and application of psychological scaling methods.

GWYNN, J. M. *Curriculum Principles and Social Trends*. New York 11: The MacMillan Company, 60 Fifth Avenue. 1960. 717 pp. The emphasis of this third edition is in general on five major areas: (1) the curriculum for the

nuclear age, the age of automation; (2) curricular provisions for the atypical child, provisions as adequate for the gifted and talented child as for the slow-learning pupil; (3) the relationships of the pupil's readiness to learn and his interest(s) in learning to curricular scope and sequence at various grade levels; (4) the development by the junior high school of its own curriculum, centered around the needs and interests of early adolescents, with special guidance for pupils through "core" or "block" work or unit teaching; (5) critical curriculum problems needing satisfactory solutions, problems caused primarily by new social legislation, the teacher shortage, the growing school-age population and lack of classroom space, special national defense needs, and desegregation.

The changes and additions from previous editions of this book are many. For example, there have been new controversies in regard to the use of texts and materials which require analysis. Reading readiness has taken on new meaning in the difference of opinion over the educational implications of phonics, of individualized reading, and the influence of the "comic" book. The guidance of youth has been accepted as a more important goal of both the elementary and secondary school. The "unit" around a center of interest has been developed more thoroughly, both as a resource and teaching tool. The controversies over religious education have been blended. Other developments have taken place in regard to grouping, promotion and evaluation and "moving up" curricular scope and sequence in the elementary school; for example, pupils are getting science concepts now at the age of ten which they did not acquire formerly until about the age of twelve. The growth of the junior high school as a special organizational level for the children of the intermediate grades has warranted an entirely new chapter devoted to its curricular growth. New proposals of a striking nature have been made for the secondary school, too, with regard to the "core" curriculum and "general" or "basic" education on the one hand, and "specialized" education and acceleration on the other.

HANSEN, K. H. *Philosophy for American Education*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1960. 320 pp. $5.50. This book analyses the philosophical bases of the assumptions underlying current educational practices, probing deeply into fundamental questions of the nature of man, of society, and of the learning process in order to develop a contemporary educational philosophy on which a sound system of education can be based. Emphasis is given to developing a philosophy; the text is more than a discursive discussion of educational ideas. It presents a philosophical framework for American education, using the applicable concepts and terminology of traditional philosophy. It seeks to avoid forcing widely divergent educational philosophies, such as idealism, realism, and pragmatism, into too rigid a pattern, thus eliminating the error of labeling ideas by over-simplified nomenclature.

HAYDEN, VELMA, AND FRANCIS ROSECRANCE. *School Guidance and Personnel Services*. Boston 11: Allyn and Bacon, 150 Tremont Street. 1960. 383 pp. $6. This book takes a middle road between the two extremes. The authors believe that there is an important guidance role in the schools for the teachers, administrators, and guidance counselors, who may be classed as "generalists," and that there is also a role for the trained "specialists." Each is indispensable to the work of the other. The teacher, working daily with young people to help them make the most of themselves, can identify difficulties and potentialities, and in addition know when to call in the school nurse, the doctor, the visiting teacher or school social worker, the school psychologist, and the psychiatrist.

It is the hope of the authors that this book will make clear to teachers what the function of guidance services really is in our schools, and how teachers are involved in these services, since specialists are in many ways dependent on these teachers. It is also hoped that this book may help pupil personnel workers to see more clearly their roles and the relationship of the work of each to the services performed by other staff members. With the need today for balance between the humanities and social sciences on the one hand and science and technology on the other, between general education and specialized training, and between individualized instruction and mass education, this is no small task. Generalists and specialists need to catch a vision of a comprehensive service for all youth, extending from early childhood to young adulthood.

HICKS, H. J. *Educational Supervision in Principle and Practice*. New York 10: The Ronald Press Company, 15 East 26th Street. 1960. 442 pp. $6.25. This book examines the entire supervisory process. Each chapter takes up a different aspect of supervision, first giving the basic principles from which the theory has been formulated and then expanding upon the implications that the theory has for action. The nature of effective supervision is discussed, with full explanations of supervision's primary functions—diagnostic, evaluative, and improvement. The book shows how a supervisor can employ his personal resources to stimulate teacher growth to the end that better learning experiences are provided for children.

Suggested student projects and annotated selected references accompanying each chapter equip the reader to apply theories to practical situations in guiding the classroom teacher to more effective teaching procedures. Designed for courses in the supervision of secondary- and elementary-school instruction, this book will also be valuable to in-service administrators seeking to improve classroom instruction through skillful supervision of teachers. It develops each of the 15 chapters around a set of fundamental principles, providing a sound basis for building a supervision and instruction program. It emphasizes improvement of teaching processes, with specific approaches to problems of raising the level of instruction. The 15 chapters are grouped under four major heads or parts: (1) The Nature of Modern Supervision; (2) The Supervisor—His Resources and Relations; (3) The Functions of Supervision; and (4) The Process of Supervision.

HOCK, L. E., AND T. J. THOMAS. *The General Education Class in the Secondary School*. New York 16: Holt, Rinehart and Winston, 232 Madison Avenue. 1960. 350 pp. $4. The general education class in secondary education is one of the exciting developments of twentieth century education. As described by the authors, the core of the curriculum is much more than a methodological device. The general education class is an approach to vital content growing out of the social realities of our times, our democratic values, modern psychological theory, and what we know of the adolescent and his needs. The purpose is no less than "the maximum development of each young person as an intelligent individual in his own right and as a mature citizen in his relationships with his fellow man."

JOHNS, R. L., AND E. L. MORPHET. *Financing the Public Schools*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1960. 576 pp. $6.95. The first several chapters of the text deal with the over-all problems of school finance that affect the entire nation. Subsequent chapters treat specifically

Federal, state, and local financing of the public schools and also the operational aspects of business administration that are of particular significance to public school financing.

A section of each chapter gives emphasis to current problems and issues of school financing on which decisions are still being made. The text includes the concepts of economics and public finance that are considered basic to an understanding of the subject. This dynamic approach is geared mainly to students, yet it provides stimulating reading and much helpful information for school administrators as well as for teachers of the subject.

JONES, ARCHIE, editor. *Music Education in Action*. Boston 11: Allyn and Bacon, 150 Tremont Street. 1960. 523 pp. $7.25. From the outset, this book has been developed as a contribution to the search for solutions to the problems in music education—a contribution not in the form of vague educational theories, "ideas," or "possibilities," but one consisting of empirically discovered, concrete, and time-tested actualities. That is to say, the book has been developed with two goals in mind—comprehensiveness and validity. In order to make the book as comprehensive as possible, 100 questionnaires representing all areas of instruction were sent to music teachers in public schools, requesting lists of problems currently confronting the teachers. A comprehensive list of problems was in this way acquired and added to the proposed outline of the book. In order to make the material as valid as possible, the most authoritative sources were acquired for the material in each of the eight sections or chapters. An Advisory Committee was selected and, with its help, authors were chosen on the basis of their practical experience and their publications in the problem areas. In this way only those procedures and principles have been obtained which have been tested by practice and have been found useful in solving present-day problems.

KINDRED, L. W., AND ASSOCIATES. *How To Tell the School Story*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1960. 512 pp. $6.75. This book is a handbook of specialized knowledge and technical skill for using mass media to present the total school picture to the community. This new book in the field of school public relations represents a compilation of practices (proven successful over the years) for interpreting public education and promoting cooperation between the public and the schools. It describes in detail the various methods and techniques for conveying ideas and information to different types of audiences.

The authors recognize the fact that a well-planned public relations program must supplement the use of mass media with other activities. The importance of creating good will and developing better understanding of the instructional program is discussed in chapters dealing with personal contacts with pupils, parents, neighbors, friends, and members of the community.

The book also deals with the problem of creating avenues through which the general public can make its needs, concerns, and opinions of the schools known, an essential factor for the improvement of education and the support education receives from citizens and taxpayers. The book tells how to set up various types of exhibits, prepare public speeches, write news stories, build good press relations, plan for printing, produce motion pictures, prepare and stage programs for radio and television, and plan and conduct school bond and millage campaigns. It is designed for use by graduate students in education or educational administration, school administrators, school superintendents, public relations directors, staff public relations workers, and principals of elementary and secondary schools.

KNEZEVICH, S. J., AND J. G. FOWLKES. *Business Management of Local School Systems*. New York 16: Harper and Brothers, 49 E. 33rd Street. 1960. 336 pp. (8¼" x 11"). $9. The school superintendent and business official, and the graduate student, will welcome this comprehensive manual and basic text on the problems of school financial management. Drawing on both practical and teaching experience in the field, the authors give illustrations from actual school situations, making frequent references to the writings of practicing school officials. The book reflects the most recent developments, incorporating the results of research and publications of the U.S. Office of Education.

Concerned *solely* with school business management, the book treats such topics as accounting for receipts and expenditures, auditing, cost analysis, insurance, property management, management of indebtedness, purchasing, financial reporting, salary scheduling and payroll administration, accounting for student body activities, and managing school transportation and food services.

KNOWLES, M. S., editor. *Handbook of Adult Education in the United States*. Chicago 11: Adult Education Association of the U.S.A., 743 North Wabash Avenue. 1960. 640 pp. $7.50. Here is the authoritative guide to the complicated and expansive field of adult education that scholars and practitioners alike have been waiting for during the past ten years. Its mission, according to the preface, "is to point out the landmarks of the complicated territory encompassed by the phrase, 'adult education,' in much the same way the Baedekers guide the tourist through the high spots of exotic foreign lands." This Handbook is more than a description of *what is;* it explains *how* adult education came about, *why* a new curriculum and methodology for adults is being developed, and *where* the adult education movement seems to be going. It contains more authoritative facts than have ever before been assembled in a book about adult education, but it is also bulging with useful suggestions and ideas. Different audiences have been kept in mind in compiling this multi-purpose book: (1) experienced workers and scholars, (2) students in pre-service and in-service training, (3) new workers in the field, and (4) interested members of the general public.

LAIRD, D. A. AND E. C. *Techniques for Efficient Remembering*. New York 36: McGraw-Hill Book Co., 330 W. 42nd Street. 1960. 200 pp. $3.95. The authors state in their preface: "The aim of this book is to build some bridges which will connect the general reader with the research findings on remembering and learning . . . to boil this research down into a few general rules which provide guidance for self-improvement on remembering." Four general rules form the basis for these techniques, and by putting them into practice the reader can double his remembering efficiency. Basing their book on the latest psychological discoveries in the fields of learning and memory, the authors have presented their material lucidly and in easily understandable language.

LARASON, S. B.; F. F. LIGHTHALL; K. S. DAVIDSON; R. R. WAITE; AND B. K. RUEBUSH. *Anxiety in Elementary School Children*. New York 16: John Wiley & Sons, Inc., 440 Park Avenue South. 1960. 359 pp. The book represents six years of intensive research by the authors and includes, in addition to previously published studies, unpublished investigations which throw important light on the theory and methodology of personality measurement. The theoretical framework within which this research was carried out, as well as the anxiety scales which were developed, are presented in the book.

Among the major conclusions which emerge are that how a child perceives of himself in relation to the testing situation affects his test performance and that for many children a degree of anxiety is aroused which interferes with maximum use of their potential.

The final chapter of the book contains a challenging critique of the nature and aims of testing programs in our schools and also indicates the direction which future research must take if a truly efficacious school mental health program is to be developed.

Leadership for Action in Rural Communities. Danville, Illinois: Interstate Printers and Publishers, Inc., 19-27 North Jackson Street. 1960. 356 pp. $5. This book provides the information and the help needed by any individual or group that is involved in, interested in, or being trained for leadership positions in rural communities. This is a book which gives not merely knowledge, but insight as well. Its authors are men who have worked shoulder to shoulder with volunteer and professional leaders in rural communities. They have planned and carried out meetings to help local leaders, teachers, and county extension agents to do their jobs better.

LYON, M. A., editor. *Private Independent Schools*. Wallingford, Connecticut: Bunting and Lyon, 12 North Main Street. 1960. 1100 pp. $7.50. The bulk of the information in this 1960 Yearbook describes 850 independent schools in all parts of the country, including boarding, day, elementary, secondary, boys', girls', and coeducational schools. This information is presented in the form of full-length descriptions for approximately 250 of the schools and short listings for the remaining schools. Those schools which are described in the longer compositions have paid a fee which helps defray the cost of preparation and production of the book; these schools are not only among the most experienced and best established boarding and day schools, but are also varied enough to satisfy the requirements of almost any boy or girl in search of college preparation. The shorter listings are carried without charge to the listed schools and provide the reader with the basic information needed to determine whether or not further inquiry should be made. Both the long articles and the short listings have been prepared by the editors of the book, and all copy has been submitted to the schools for revision prior to publication.

Several pages of the book are devoted to the educational associations which serve the independent school field. These groups include the regional accrediting associations which set basic standards for the public and private schools and colleges. The membership lists of these groups provided a master list of recognized private schools, all of which were invited to participate in the directory with a listing or an article.

MARSON, PHILIP. *A Teacher Speaks*. New York 18: David McKay Co., Inc., 119 West 40th Street. 1960. 230 pp. $3.95. Philip Marson is one of the last of the vanishing breed of dedicated educators in the tradition of Mark Hopkins and the log. His whole life has been devoted to bringing out the best, mentally, physically, and morally, in the generations of schoolboys who have come under his inspiring influence. But he is no cloistered scholar. He was a star athlete, a three-letter man at Tufts, and a highly successful high-school coach during the first decade of his teaching. He was also one of the first to study and embrace the contributions of educational progress made by Dewey, Thorndike, and Kirkpatrick at Columbia. But this did not blind him to the ultimate mission of the school and the teacher—to train the minds of the young to reason as well as learn in parrot-like fashion.

MASON, ROBERT. *Educational Ideals in American Society.* Boston 11: Allyn and Bacon, 150 Tremont Street. 1960. 353 pp. , $4.68. This book constitutes an analysis and exposition of the philosophy and history of education in the United States and, thus, of the social bases of contemporary education in American culture. These social foundations are to be located both in the traditions of a people and in their guiding ideals for the future, stated explicitly or embodied in proposals for social action.

The book is addressed to contemporary arguments pertaining to educational policy in the United States. The procedure is, first of all, to place these arguments against the background of educational traditions in this country and philosophical contexts in which positions are to be located. In the second place, the historical development and philosophical grounding of recent public education in the United States are described. A third step is to present an analysis of a range of currently voiced criticisms of public school policy. Finally, an assessment of alternatives in this policy is provided.

McNALLY, J. H., AND A. H. PASSOW. *Improving the Quality of Public School Programs.* New York 27: Bureau of Publications, Teachers College, Columbia University. 1960. 331 pp. $4.95. The authors provide four chapters of enlightening analysis of curriculum problems, principles, and procedures. This comprehensive orientation is an invaluable aid in the intelligent observation and realistic appraisal of the programs in the seven school systems subsequently visited. In the concluding chapter of the book they offer a summary and formulate guidelines and evaluation criteria, based on the seven curriculum program descriptions. Illustrative practices drawn from these descriptions help to make the guidelines more meaningful and helpful.

MEDSKER, L. L. *The Junior College: Progress and Prospects.* New York 36: McGraw-Hill Book Company, 330 West 42nd Street. 1960. 381 pp. $6.50. This book presents a survey of the roles, problems, and opportunities of the public junior college. The author selected for close study 76 two-year institutions in 15 states. He concentrates entirely on the public junior colleges which, although constituting only 59 per cent of the total number of two-year institutions, enroll 90 per cent of the national junior college student body.

He describes and analyzes every conceivable aspect of the junior college, as well as the forces that have made it what it is and will shape its future. Dr. Medsker shows the variety of organizational patterns which exist within states, and describes problems of financing, governing, and control. He emphasizes the need for state legislatures to give careful and immediate thought to the most effective ways of organizing junior college systems as part of the state-wide system of education.

The author has assembled a wealth of information on the characteristics of the student bodies of the junior colleges, and is able to draw important conclusions about what these characteristics mean for the roles the two-year institutions must play. Although it is often assumed that the junior college exists primarily to serve the less able student, Dr. Medsker's statistics show that there is, in fact, a great overlap between the academic abilities of those in two-year and four-year institutions. Furthermore, those junior college students who later transfer to four-year institutions generally do very well scholastically after transferring.

On the other hand, his statistics also show a discrepancy between the students' goals and what they actually achieve. Although roughly two thirds of all students in junior colleges enroll in transfer programs with the idea of

later going on for the baccalaureate degree, in fact only about one third actually do so. This points up the necessity for sound counseling and guidance programs, and Dr. Medsker finds it impossible to generalize about how good such programs actually are. He emphasizes that unless the junior colleges are able to perform the counseling function with success, their entire value in the educational system is thrown into question.

The author also describes the attitudes and goals of the administrative and teaching staffs of the junior colleges. He points out the necessity of their having a clear picture of the two major roles of the junior college: to train semi-professional and skilled technicians for employment, and to screen students who are capable of higher study.

MYERS, E. D. *Education in the Perspective of History*. New York 16: Harper & Brothers, 49 E. 33rd Street. 1960. 400 pp. $6. The scope of the book is wide, covering such diverse civilizations as those of the Andes, the Nile, the Ganges, the Fertile Crescent, and the Orient; it approaches modern times through the Greek and Mediterranean societies, and finally examines the Western, Slavic, and Islamic cultures as we know them today. As the author traces the forms and nature of education during the periods of growth and crisis of these societies, he yields new insights about what education should be for Americans in the twentieth century.

The earliest civilizations were concerned with the fullest development of the individual mind and spirit. The more advanced and complex the society, the greater the emphasis, in their educational methods, pragmatic goals. Whereas the earliest systems were concerned with the process, the needs of the individual, the later ones tended to emphasize the product, or society's needs. This is a common dilemma today in our technological society: what to teach, and to whom, and toward what ends.

PATTERSON, FRANKLIN, editor. *Citizenship and a Free Society: Education for the Future*. Washington 6, D. C.: National Council for the Social Studies, 1201 Sixteenth Street, N.W. 1960. 292 pp. Paperbound, $4; clothbound, $5. This book examines the rapidly changing economic, political, and cultural patterns in this country and seeks to explore what these changes will require in the teaching of social studies during the next 20 years. Profound changes in the teaching of social studies are forecast for the years ahead. For one thing, it is suggested that, in addition to the present heavy history basis for social studies, new emphasis on other social sciences will contribute to understanding the problems of the contemporary world. Active participation in dealing with these problems by both students and social studies teachers is expected. A new emphasis on economics is predicted also.

The authors foresee much greater flexibility in the high-school schedule, possibly with some breaks such as the departure of the entire junior class for some three months of work and study in a foreign country. They look for a new flexibility in the school year, as well.

The main portion of the book consists of 12 chapters, divided into six pairs. The first of each pair is written by a social scientist or social critic who attempts to project some major aspect of life in the future which will have an important bearing on citizenship. The article which completes the pair is by an educator who discusses future needs and possibilities of citizenship education in that same area.

REINHARDT, EMMA. *American Education: An Introduction*, revised edition. New York 16: Harper and Brothers, 49 E. 33rd Street. 1960. 472 pp. This volume presents an overview of education in the United States and infor-

mation concerning opportunities in and requirements for teaching. Major topics chosen for consideration are the individual and the culture; educative agencies in the community; the role of the school in a democracy; the development, administration, and financial support of schools in the United States; modern elementary and secondary schools; characteristics of good teachers; certain aspects of preparation for teaching; and teaching as an occupation.

Although designed primarily for prospective teachers, this book is also useful for students not specializing in education who desire an understanding of the school in the modern social order, for teachers in service who wish to keep abreast of the times, and for public spirited laymen who seek to be informed about education in general.

In this revised edition, the basic purposes of the original volume have been retained. However, more than half of the material has been rewritten and the general structure has been changed. To facilitate use of the unit plan of instruction, topics have been organized around four major units.

SCHETTLER, CLARENCE. *Public Opinion in American Society*. New York 16: Harper and Brothers, 49 East 33rd Street. 1960. 544 pp. Insofar as public opinion is a scientific discipline, it is largely a derivative or secondary science. It is to a considerable extent a specialized division of social psychology. Much of the knowledge about the process of the formation of public opinion, for instance, is derived from social psychological research concerning the operation of habits, stereotypes, communication, attitudes, *etc.*, in individuals and in groups. This knowledge has been applied to the understanding and explanation of public opinion. Yet, the knowledge which has resulted from such research has been applicable to a better comprehension and analysis of the phenomenon of public opinion. Some of the research workers in the area of communication have even suggested the desirability of establishing a science of communication without public opinion being necessarily the focal point of their research. However, communication is essentially the essence of public opinion. In Part VI, it is indicated how most of the techniques in public opinion research and measurement did not originate directly from dealing with problems of public opinion. Many of these techniques originated in connection with other research problems, and then were later applied to the study of problems in the area of public opinion.

The book is composed of 19 chapters, classified under six major parts: Nature of Public Opinion; Formation of Public Opinion; Media of Communication; Public Opinion Groups in Action; Institutional Approach to Public Opinion; and Public Opinion Research.

STEINER, RUDOLF. *Friedrich Nietzsche—Fighter for Freedom*. Englewood, New Jersey: Rudolf Steiner Publications, Inc., 25 Pershing Road. 1960. 222 pp. $4.75. Friedrich Nietzsche, existentialist creative genius, is one of the most talked-of men today. In these pages, Rudolf Steiner presents a profound insight into Nietzsche's work, a brilliant analysis of his character, and a clear evaluation of his impact on the modern mind. Here is an unforgettable portrait of Nietzsche, the man whose writings helped shape our world, and may shape our children's world as well. The deeper implications of current trends and tensions are revealed in this presentation of Nietzsche's fundamental ideas in the light of psychopathology and psychotherapy.

SUMPTION, M. R., AND E. M. LUECKING. *Education of the Gifted*. New York 10: The Ronald Press Company, 15 East 26th Street. 1960. 511 pp. $6.50. This book presents formal and informal methods in identifying giftedness. It discusses the advantages and disadvantages of special school programs,

including those utilizing enrichment of curriculum, homogeneous grouping by IQ, and various forms of acceleration. It tells how present and future special programs can be implemented on the elementary, secondary, and college levels, and shows how the community, state, and nation can aid. The broad and detailed treatment of the potentials and problems of the gifted, together with the many suggestions for the instructional program for this group, makes this book an important aid to teachers, school administrators and supervisors, and parents of gifted children.

The authors' definition of the gifted is: "those who possess a superior central nervous system characterized by the potential to perform tasks requiring a relatively high degree of intellectual abstraction or creative imagination or both." *Potential* is shown as the requisite, and *performance* the evidence, of giftedness. Taking issue with educators who are opposed to special education for the gifted, the book shows that giving such education is not in the slightest at odds with democratic ideals. The authors advocate equal opportunity to enjoy advantages as contrasted with identical opportunity. The book contains commentary and analysis of all five of Stanford University's famous *Genetic Studies of Genius*, conducted by the late Lewis M. Terman and his associates.

Two points of view are incorporated: that of the administrator and that of the actual classroom teacher. Coverage is broad—the book discusses potential and problems of the gifted from infancy through *college* years, not stopping at elementary-school or high-school levels. Practical advice is offered and procedures outlined for the gifted group's education. The book does not lean on specific case studies. Titles of its 13 chapters are: The Nature of Giftedness; An Historical Overview; Identification of the Gifted; Research on the Gifted; Guidance of the Gifted; Administration of Education for the Gifted; Present Organization and Practice; Teachers for the Gifted; The Role of the Community; The Preschool Program; The Elementary-School Program; The Secondary-School Program; and The College Program.

SUPER, D. E., AND P. L. OVERSTREET. *The Vocational Maturity of Ninth-Grade Boys*. New York 27: Bureau of Publications, Teachers College, Columbia University. 1960. 212 pp. $5.25. This is the second in a series of publications by the staff of the Career Pattern Study, a longitudinal research project concerned with vocational development. The background for the Career Pattern Study has been described in *Vocational Development: A Framework for Research*, the first monograph in the series. This second book focuses on the concept of vocational maturity. More specifically, the authors explore ways to measure vocational maturity, and then they treat their ideas by assessing the vocational maturity of a group of ninth-grade boys. In addition, they ascertain relationships between vocational maturity and other personal and background variables. Not only do these efforts add to our knowledge of human behavior; they also suggest new approaches to persistent school problems.

TAYLOR, BOB; D. R. McMAHILL; AND L. O. TAYLOR. *The American Secondary School*. New York 1: Appleton-Century-Crofts, 35 W. 32nd Street. 1960. 506 pp. $5.50. This book is divided into 4 parts. Part I is concerned with the identification of the aims and purposes of the high school. Specifically, it deals with the characteristics of our youth and of the American secondary school as an institution which has been shaped by our evolving culture. Part II is devoted to a consideration of the means and the materials by which the purposes of the high school can be achieved. There is an explana-

tion of how the curriculum of the American high school has developed. Proposals have been made for the modification of the curriculum to adapt it better to the role of the high school in our contemporary culture. Part III is allotted to the presentation of five significant problems in secondary education. In providing a type of education adapted to all American youth, certain very difficult problems have become prominent, especially for the beginning teacher. A study of these problems provides a more complete interpretation of the principles of secondary education developed in Parts I and II. As students wrestle with these problems, they comprehend the principles of secondary education more fully and expand and fix them. Part IV deals with certain assumptions for improving service to youth. These assumptions seem entirely justified as it is realized that both the state and the national government need to protect our youth from practices that permit a poor quality of education to be provided. Too often today, our youth are being cheated because of the quality of education furnished by the local community. This volume was written as a textbook for the first course in secondary education taken by the pre-service teacher.

THORNTON, J. W. *The Community Junior College*. New York 16: John Wiley and Sons, Inc., 440 Park Avenue South. 1960. 300 pp. $5.95. The development of the community junior college as an important educational institution and ideal over the last two decades must surely be regarded as one of the most remarkable events in the history of American education. In a relatively short time, it has become an intregal and indispensable part of our educational system—and, in view of rapidly rising college enrollments, promises to play an even more important role in the future. Yet despite this rapid progress—or perhaps because of it—the function, the special problems, indeed the very nature of the community college have often been insufficiently understood. The author offers a clear, sensible analysis of what is essentially a new and unique type of educational institution. He traces the origins and the historical development of the junior college concept, examines its philosophical bases, and shows how the community junior college represents a response to changes in the social and economic structure of American society.

Your AASA in Nineteen Fifty-Nine—Sixty. Washington 6, D. C.: American Association of School Administration, 1201 Sixteenth Street, N.W. 1960 275 pp. $3. The official report of the association for 1959. It includes a record of the annual meetings in Atlantic City, February 13-17, 1960; and addresses by Harold Benjamin, Ezre Taft Benson, Nelson A. Rockefeller, George Romney, Lee Metcalf (Congressman from Montana), Herold C. Hunt, Eric Johnston, Stuart Symington, Thomas D. Bartley, John W. Studebaker, *etc*.

Books for Teacher and/or Pupil Use

ABERCROMBIE, M. L. J. *The Anatomy of Judgment*. New York 3: Basic Books, Inc., 59 Fourth Avenue. 1960. 156 pp. $4.50. How can the knowledge of psychological science be employed to raise the thinking and reasoning levels of students today—particularly in the area of the sciences, where powers of logic, objectivity and judgment are prerequisites of success? Dr. Abercrombie describes in detail the intriguing "free group discussion" method she developed, drawing upon the insights of perceptual psychology and the techniques of group psychotherapy.

Her presentation of the ways in which "free group discussion" has stimulated and improved the quality of logical thinking on the part of students may well provide educators in many fields with helpful, concrete suggestions.

The Adventures of Don Quixote de la Mancha. New York 22: Alfred A. Knopf, Inc., 501 Madison Avenue. 1960. 307 pp. $3.50. "In La Mancha, a province of Spain, lived Don Quixote. . . . He was a kind man, learned perhaps and brave for sure, but no one called him wise. When he had nothing to do, which was most of the time, Don Quixote read books of long ago."

So begins *The Adventures of Don Quixote* as adapted by Leighton Barret from the famous Motteux translation of the great classic, *Don Quixote de la Mancha*. For over three hundred years, young people, as well as grownups, have laughed over and delighted in the strange, outlandish adventures of the chivalrous knight and his faithful squire. Old folks appreciate the satiric humor of the tales, but younger readers love them for the continuous gay adventures, full of impetuous cudgelings, and for the touching faithfulness and service of Pancho and the ever-patient Rozinante. Brilliant indeed is this presentation of the immortal classic, rendered even more so by the beautiful drawings by the well-known artist, Warren Chappell.

ALDEN, J. R., AND ALICE MAGENIS. *A History of the United States*. New York 3: American Book Company, 55 Fifth Avenue. 1960. 620 pp. $5.60. This book features a concise, yet comprehensive, content that has been achieved through a re-examination of the sweep of our country's history from the Colonial period to the present. Emphasis throughout is on those events, ideas, and achievements that are most significant today. For example, the real significance of our American form of government is a point of major stress. The story of the drafting of our Constitution is written with clarity and skill, and the Constitution itself is reprinted in the appendix with parallel explanatory notes.

A lively pace, a practical vocabulary, and a lucid style make this a textbook understandable to students. The mature content, the stimulating bibliographies, and the challenging research suggestions provide even the best students with unlimited opportunities for growth. And, the chronological organization allows all students to view history with a sense of continuity and an understanding of the interrelation of various events and movements.

Well-planned teaching aids keep the student constantly oriented both historically and geographically. Each of the ten units begins with a sharply defined territorial development map, an uncluttered time line, and a content preview. Each unit ends with a panoramic discussion of the major events (national and international) and a group of newspaper headlines that might have been written during the period. The titles of the units are in order: Found: A Hemisphere; a New Nation; Federalists and Jeffersonians; An Age of Gusto and Growth; The Sectional Struggle; The Rise of Industrial America; New Stature and Responsibilities; War, Reaction, and Depression; Presidential Marathon; and the United States in an Atomic Age. Hundreds of unstereotyped photographs, many two-color drawings, 42 maps, and 17 charts extend the content and add beauty and interest to the textbook itself.

ANDERSON, CLARY. *Make the Team in Baseball*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 128 pp. $2.95. The first in a series of "Make the Team" sports volumes represents an original approach toward helping the budding athlete who is intent on making his varsity baseball squad. Going further than the usual how-to-play manuals, this book

begins by encouraging the youngster to evaluate his own capabilities and limitations before deciding for what position to try. The importance of knowing oneself, as well as the need for competitive spirit, is emphasized with actual case histories of baseball stars. Then, expert detailed instructions on batting, pitching, and fielding (including playing strategies and psychology) are accompanied by more than 100 illustrations . . . step-by-step diagrams as well as photographs showing the action in ideal execution by major leaguers.

ANDERSON, R. I.; L. L. STRAUB; AND E. D. GIBSON. *Word Finder*. Englewood Cliffs, New Jersey: Prentice-Hall, 70 Fifth Avenue. 1960. 254 pp. (3½" x 5½"). $1.44. This book lists about 16,000 of the words most commonly checked to ascertain the correct spelling. Accent and syllabication are also indicated; also a diagonal (/) is used to indicate where words can be divided at ends of lines. A dot (.) indicates syllables but not dividing points; *e.g.*, ac/cu/ra.cy. Irregular and troublesome plurals are given in parentheses immediately following the entry; *e.g.*, insignia, *plural (singular*, insigne). To aid in finding a word, an index tab on the first page of each alphabetic section has been aligned with the corresponding letter in the master index on the front end paper.

ASIMOV, ISAAC. *The Kingdom of the Sun*. New York 16: Abelard-Schuman, Limited, 404 Fourth Avenue. 1960. 160 pp. $3. The points of light that appear in the night sky have filled man with awe and reverence from the earliest beginnings of recorded history. The Greeks, observing the movements of some of these points of light (the planets), built up a beautiful structure of the universe. In this structure they imagined the earth to be in the middle, motionless.

But the idea that the sun and the planets rotated around the earth collapsed. About 1500 Copernicus advanced the idea that the sun, not the earth, was the core of the planetary system. A century later (1609) the telescope was invented and, within a few months, the moons of Jupiter were discovered. In 1683 Isaac Newton worked out the law of gravity which explained the movements of the planets.

ASIMOV, ISAAC. *The Living River*. New York 16: Abelard-Schuman, Limited, 404 Fourth Avenue. 1960. 232 pp. $3.95. The human body contains about twenty-five million-million cells; some three million times as many cells as there are men, women and children in the largest of our cities—Tokyo, London or New York. The problem of transporting the people of these cities, of protecting them with food and drink, of keeping them warm and the city clean strains the resources of our modern technological civilization. Yet the body is faced with a similar task . . . three million times as complicated.

The answer, developed over millions of evolutionary years, lies in the blood stream. It is the self-sealing, living river of blood within the body that temperature-conditions it, keeps each cell supplied with food and air, removes wastes as fast as they accumulate, carries thousands of chemicals from the point of production to the point of utilization, and protects the body against germs and toxins. In this book the author details step by step the manifold activities of blood.

BALL, ZACHARY. *North to Abilene*. New York 11: Holiday House, 8 W. 13th Street. 1960. 190 pp. $2.95. After the Apache raid, young Seth Harley had no parents, no home—nothing but the family's big black bull. But both boy and bull were taken in hand by a hard, single-minded cattleman

named Amos Keedy. Amos taught Seth to ride, to rope, to shoot, to spend endless hours in the saddle rounding up wild cattle for their Circle-K herd. It was hard, exacting work, but Seth thrived on it.

BARNARD, J. D.; CELIA STENDLER; BENJAMIN SPOCK; AND N. F. BEELER. *Science: A Search for Evidence*. New York 11: The MacMillan Co., 60 Fifth Avenue. 1960. 432 pp. $3.84. This is a unified program in science for high-school students. It is composed of 11 units including such areas as weather, heredity, growth and learning, sound, light, energy and motion, disease, *etc*. Each unit closes with a review, suggested readings, and suggested activities. Illustrations, in color and in black and white, add to the interest and information in the book.

BARR, GEORGE. *Young Scientist Takes a Ride*. New York 36: Whittlesey House, 330 W. 42nd Street. 1960. 160 pp. $3. A car is made for traveling—but in his latest book, George Barr shows that a car can be used also for scientific observation, experiment, and fun. Do you know, for instance: Why tires "sing"? Why paper follows a moving car? How a gas pump works? How you can estimate distance from a car? What the "reaction time" is before a driver can safely stop? What trees and animals you are likely to see along the road? These are just a few of the informative and fascinating problems that are suggested.

BECKOFF, SAMUEL, editor. *Four Complete American Novels*. New York 10: Globe Book Company, 175 Fifth Avenue. 1960. 751 pp. $3.52 list, school price for 10 or more copies, each $2.64. This book contains the complete novels of "The House of the Seven Gables," "Benito Cereno," "Washington Square," and "A Single Pebble." The purpose of this book is to explore the nature and development of the American novel through the works of four authors whose interests have been mainly in American personality, character, temperament, psyche-soul, rather than in the superficialities of the social and economic scene. A 32 page manual is available for the teacher as a guide in teaching.

BELL, T. H. *Thunderstorm*. New York 22: The Viking Press, Inc., 625 Madison Avenue. 1960. 128 pp. $3. Here is the complete story of this exciting exhibition of weather, from the early superstitions, when it was believed that gods rode the storm and held the dreaded flaming bolt of white fire under their control, to modern times, when large manufacturers of electrical equipment are creating man-made lightning in high-voltage laboratories to study lightning's habits.

There is a detailed description of the building of a thunderhead—one of the round, swelling masses of cumulus clouds which appear above the horizon when conditions are right for thunderstorms, and frequently develop into thunderclouds—with easily understood diagrams so that the reader can see what is going on. There are fascinating accounts of men who have flown inside the churning cloud-shafts of a thunderhead and lived to tell the story, which has added to our knowledge of these clouds. The experiences of Rene Comte, a glider sportsman who sailed into the forbidding shadows under the base of a cloud, and those of Lieutenant Colonel William Rankin, who bailed out from a plane and fell through an active cumulonimbus, are particularly memorable.

BENNETT, EVE. *April Wedding*. New York 18: Julian Messner Inc., 8 W. 40th Street. 1960. 190 pp. $2.95. At seventeen Jean Dickenson was going steady with Bill Stribling, but she was violently jealous. Bill was a disc

jockey on a teenage radio show and his partner was beautiful Renee Gaddis. It was humiliating for Jean to know that all the kids in high school thought Bill and Renee were in love, and sometimes she suspected it too. By quarreling with Bill, she was losing the handsomest, most exciting man she had ever known.

BERGER, MEYER. *Meyer Berger's New York*. New York 22: Random House, Inc., 457 Madison Avenue. 1960. 341 pp. $4.95. Did you know that there is a Manhattan firm that imports leeches from Portugal, that there is a medical demand for these little creatures because the ancient art of leech-craft is still practiced in New York City? Meyer Berger of the *New York Times* knew this and thousands of other things about the city he loves. A gentle man, he was a demon reporter who collected facts with absolute integrity, but then distilled them with his love and compassion for people.

He knew that New York City has its own game warden, and he knew the game warden. He knew that the Manhattan pier of the Brooklyn Bridge covers the site of America's first White House, and that perhaps the city's oldest house lies under the Interborough Parkway. He knew that Broad Street was once called "Smell Street Lane."

He knew the men who face the city's most difficult bulb-changing job, switching beacon lights atop the Empire State Building television tower. He knew who once rode the city's only special subway car, and that it was fitted out with mulberry silk drapes, knee-deep carpeting, kitchenette and reclining couch. He knew who buys and sells at the Poor Man's market, and he knew the only Gramercy Square resident, a turtle, who can enter Gramercy Park without a key.

BISHOP, C. H. *French Roundabout*. New York 16: Dodd, Mead & Co., 432 Fourth Avenue. 1960. 382 pp. $4. Two American high-school students, a girl and a boy, travel through France and become acquainted with its wonderful historical heritage, as well as its up-to-date aspect. The two make thrilling discoveries and share many happy adventures with French young people. As these American students grow aware of ways of life totally different from their own, they try to find out how French and American youth could develop a better understanding of each other. This fine book contains a wealth of historical, geographical, social, and culinary information. Characteristic poems and songs have been translated by the distinguished young American poet, Marie Ponsot.

BLOND, GEORGES. *Admiral Togo*. New York 11: The MacMillan Co., 60 Fifth Avenue. 1960. 252 pp. $4.50. The future admiral of the Imperial Japanese Navy and hero of the Russo-Japanese War was born in a medieval country in which no foreigner was allowed to live and from which no citizen was allowed to sail. Born in 1847, Togo lived through the last years of the old feudal Japan, the awakening to Western ideas in the sixties, and the emergence of Japan as a first-class naval and military power in the early years of the twentieth century. When he died in 1934, at the age of eighty-seven, he had lived to see Japan's meteoric rise to a place among the great sovereign nations.

His own career was spectacular. He distinguished himself in the Lorean Crisis of 1882. A few years later he precipitated war with China by sinking the Chinese troopship *Kowshing*, en route to Korea. In that war he was subsequently victorious in the Battle of the Yalu. The Russo-Japanese War of 1904-1905 found him in command of the fleet. It was Togo who prevented

the Russian Far Eastern fleet from escaping from Port Arthur. Then when Russia's Baltic fleet reached Asian waters, he intercepted it, and won the annihilating victory of Tsushima.

BOWEN, ELIZABETH. *A Time in Rome*. New York 22: Alfred A. Knopf, Inc., 501 Madison Avenue. 1960. 246 pp. $4. Skillfully, Elizabeth Bowen has delved into history, seeking the sensation of being alive in Rome in another time. In Nero's Golden House, in Livia's painted room, in the Sistime Rome of Sixtus V, she projects again and again her own intense awareness of the enduring presence of the past.

BROOKMAN, D. C. *The Look of Love*. Philadelphia 2: Macrae Smith Co., 224 S. 15th Street. 1960. 183 pp. $2.95. Candy was Kirk Stock's girl, and to be Kirk's girl was to be admired and respected—even envied. For he was a letterman in football, president of the Senior Council, a good mixer, a good dancer, and the most popular boy at Ryder High School. Although they had similar tastes and backgrounds, Candy found that they had little to say to one another when they were alone. All their friends shared the same comfortable standards and all of them conformed to the same safe, snug pattern that sometimes seemed to stifle Candy.

BROPHY, ARNOLD. *Space Sentry*. New York 16: Dodd, Mead & Co., 432 Fourth Avenue. 1960. 93 pp. $2.75. This is a genuine account of the activities of a *bona fide* United States Air Force missileman, Airman 2/c William Duncan, presented in text and on-the-spot photographs. It tells the true and fascinating story of the nation's missile and space program and explains graphically the training and the invaluable work done by the men who man today's missiles, forerunners of the Space Age. To get his story and pictures, Arnold Brophy, veteran newspaperman, toured several key military installations, including Cape Canaveral, Florida, working in cooperation with the United States Air Force.

BROWN, DEE. *They Went Thataway*. New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 219 pp. $3.50. Down what dark paths, through what lurking dangers, into what strange snares would these innocent jottings lead Philip Faraday? Did he know what the Super Intelligence Service thought he knew? Did the F.B.I. know what the Super Intelligence Service know? Did Zinn know what Jason knew?

BROWN, W. C. *The Nameless Breed*. New York 11: The MacMillan Co., 60 Fifth Avenue. 1960. 154 pp. $2.75. In 1844 the tumultuous Republic of Texas was on the verge of annexation by the United States, and there were plenty of Texans who didn't like the idea. One of these tough-minded men was Seale McCloud, a prisoner of the Comanches. This is the story of Seale McCloud's rescue by his sons—by one son in particular, Brazos.

BUNDY AND DIGGINS. *Poultry Production*. Englewood Cliffs, New Jersey: Prentice-Hall. 1960. 384 pp. $4.75. Here in one book are all the basic principles, all the latest wrinkles to make poultry farming easier, more efficient, and more profitable. This is a book of broad scope. It not only gives the secrets of raising and selling poultry, but also complete details on turkeys, ducks, and geese as well. Here are the facts on what is the best breed for your situations, how to feed for maximum profit, the diseases that can harm your flock and how to cope with them, how, when, and where to market your poultry for the best price—plus an important overview of the poultry industry across the country.

BURLINGAME, ROGER. *Scientists Behind the Inventors.* New York 17: Harcourt, Brace & Co., 750 Third Avenue. 1960. 192 pp. $3.25. The book begins with a fascinating picture of science as it was two hundred years ago and follows its development up to the present. First we meet Joseph Black of Scotland, who, in the 1750's, helped James Watt understand the principles of heat, which later enabled Watt to invent the steam engine. Among the other "scientists behind the inventors" included here are Benjamin Silliman, the early nineteenth century American scientist and educator whose research and teaching prepared Charles Goodyear for his discovery of vulcanized rubber; Louis Pasteur, whose scientific discoveries lie behind the devices that have revolutionized medicine, surgery, and agriculture; and Michael Pupin, the brilliant physicist who came to this country in 1874 from Central Europe and made possible the long-distance telephone, among other achievements. And finally, Albert Einstein's life is related simply and warmly, with an unusually clear presentation of his theories.

CARPENTER, DEMUND, AND MARSHALL McLUHAN, editors. *Explorations in Communication.* Boston 8: Beacon Press, Inc., 25 Beacon Street. 1960. 210 pp. $4. This book explores the form and dynamics of communication to discover how it works—how human beings exchange feelings and facts. What makes words, sentences and grammar meaningful? What is the difference between the private world of reading and the instant "togetherness" of television audiences? How does the inner structure of communication vary from society to society? These essays by world-famed scholars and artists cover the whole range of communications media—from skin touch to voice inflection, from newsprint to electronic devices, from primitive grammars to films. Here we step outside the various media by examining one through another.

CHASE, M. E. *The Lovely Ambition.* New York 3: W. W. Norton & Co., Inc., 55 Fifth Avenue. 1960. 288 pp. $3.95. The story's action centers around John Tillyard, a Wesleyan parson who at the turn of the present century brings his wife and three children from England when he takes over a Methodist parish in downeast Maine. Miss Chase knows rural England as well as she knows Maine, and her descriptions of farming in Suffolk, of the lambing meadow, and of the weekly market are delightful, as are the experiences of the Tillyard family both in Old England and New.

CHASE, STUART. *Live and Let Live.* New York 16: Harper & Brothers, 49 E. 33rd Street. 1960. 146 pp. $3.50. A veteran student of the American economy and the American government offers a few unsolicited suggestions to leaders in Washington at what would seem the eleventh hour of crisis. He advocates disarmament, but not unilaterally, and spells out a way to avoid the slump that might follow it. The technological imperatives of 1960 confront mankind with a totally unprecedented challenge. The ability to destroy has taken a frightening lead over the ability to build; a carelessly pressed button could conceivably terminate the whole human experiment. This would be a pity, for many exciting possibilities are clearly visible along the curve of technology.

CINTRON, L. V. *Goddess of the Bullring.* Indianapolis 6, 1720 E. 38th Street and New York 22, 717 Fifth Avenue: The Bobb-Merrill Company, Inc. 1960. 349 pp. $5. This is the story of Conchita Cintron, the world's greatest female matador. It is an incredible one—a fairy tale, a tale full of all the glitter and suspense of one of the most dangerous professions in the world. Picture

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a thirteen-year-old beautiful blond girl, in an arena packed with skeptical fans, alone in the ring except for a one-thousand-pound, maddened black bull. That was the way Conchita first was seen by a public that was to grow in number until, throughout the world, she was the darling of all aficionados of bullfighting.

CLAWSON, MARION; R. B. HELD; AND C. H. STODDARD. *Land for the Future*. Baltimore 18: The Johns Hopkins Press. 1960. 592 pp. $8.50. The future can never be predicted with complete safety, but we can reasonably assume that the population and real income per capita in the United States will double, or nearly so, in the next 40 years. These changes will increase the demand for the products of land, yet the area of land will remain fixed. How can the increased demand and fixed area be reconciled? In order to answer such a vital question, this book, published for Resources for the Future, Inc., considers the changing uses of land in the past, at present, and in the light of expectations extending to the year 2000.

The authors examine each of six categories of land use—urban, recreational, agricultural, forestry, grazing, and miscellaneous—according to historical background, present-day cross-sectional analysis, and projections of future trends and problems. No one major land use is considered of more importance than urban and recreational land use, though the smallest in terms of acreage, are currently the fastest growing. Each use of land is thoroughly and comprehensively analyzed. This unique treatment facilitates a comparative study of all of them and provides for the first time for the consideration of alternatives in future land use.

CLEMONS, ELIZABETH. *Rocks and the World Around You*. New York 16: Coward-McCann, Inc., 210 Madison Avenue. 1960. 109 pp. $3.50. A rockhound is anyone who collects rocks and wants to know about them. Rockhounds are always looking for rocks—in their own back yard or on hunting trips. It's a wonderful hobby. There are many kinds of rocks and each rock has its own story. Some rocks make colored streaks on the sidewalk; sandstone, for example. Some rocks are very heavy and others are very light. Some have a high shine and others are dull as chalk. Minerals in the rocks cause their weight and luster.

CLEMONS, ELIZABETH. *Shells Are Where You Find Them*. New York 22: Alfred A. Knopf, Inc., 501 Madison Avenue. 1960. 87 pp. $2.75. Up and down the seacoast of the Atlantic and Pacific Oceans are shells scattered over the beaches, shells of all shapes and sizes, and each one has a name. Here is a simple identification book of the commonest shells. Each page is complete with easy-to-read text and a clearly drawn black-and-white picture of the shell. Here, too, is the scientific name as well as the common name and the area where the shell can be found.

CONDON, DAVE. *The Go Go Chicago White Sox*. New York 16: Coward-McCann, Inc., 210 Madison Avenue. 1960. 220 pp. $3.95. Here is the complete story of the Chicago White Sox, who after forty years of "penance and frustration" made 1959 a red-letter year in sports by unseating the mighty New York Yankees and winning the American League pennant. The pen of a top-flight sports writer and a big selection of action pictures tell all about it.

CRANE, STEPHEN. *The Red Badge of Courage and Selected Stories*. New York 22: Signet Key Books, 501 Madison Avenue. 1960. 224 pp. $.50. The book contains a foreword by R. W. Stallman, a leading Stephen Crane

scholar, and *"The Upturned Face," "The Open Boat," "The Bridge Comes to Yellow Sky"* and *"The Blue Hotel."* Dr. Stallman puts Stephen Crane "among the foremost engineers of the techniques of modern fiction."

Current History Review of 1959. Skokie, Illinois: Rand McNally & Co., 8255 Central Park Avenue. 1960. 192 pp. $4.95. This unique reference book will fill a longfelt need for students, librarians, businessmen, radio and TV commentators, and many others. For the first time, it makes available in one volume the series of monthly reviews of important events throughout the world that has long been one of the most valuable features of *Current History*. Arranged alphabetically by country and also chronologically, it provides a day-by-day summary of the major events of the year which can be used in a multitude of ways.

DALY, MAUREEN. *Spanish Roundabout*. New York 16: Dodd, Mead & Co., 432 Fourth Avenue. 1960. 177 pp. $3. Spain is bright not only with sunlight but also with dark-eyed people, fiestas, orange groves, bull ranches, treasure laden museums, river gypsies, cathedrals on hilltops, and whitewashed cottages lining its beaches. *Spanish Roundabout* is full of the many flashing colors of Spain, plus intimate stories of her people, their customs, religious festivals, entertainments, problems, and special highspirited way of life.

DANIELL, D. S. *The Boy They Made King*. New York 16: Duell, Sloan & Pearce, Inc., 124 E. 30th Street. 1960. 151 pp. $3. This is the true story of a boy who, for a while, played the role of King of England. A lively and good-looking boy, the son of a shoemaker, Lambert Simnel was taken from his home in Oxford, carefully trained to act like a prince, and then, with a fanfare of trumpets in Dublin cathedral, proclaimed, anointed, and crowned King. He thus became Edward VI, King of England.

DAVIDOW, ANN. *Let's Draw Animals*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 80 pp. $1. 4,737,778 families in forty-five states receive "Family Weekly" magazine every week in their Sunday newspapers. According to the letters received by that publication, the first column turned to by the youngsters in many of these families is one on juvenile art instruction. Ann Davidow's regular feature consists of very simple step-by-step drawings which can be imitated by boys and girls from age 6 and up. Now, eighty of these animal sketches have been collected in a large (8½" x 11") paperbound book, together with catchy rhymed couplets that make the child's introduction to art an altogether pleasant one.

DAVIS, C. B. *The Big Pink Kite*. New York 36: The John Day Co., 62 W. 45th Street. 1960. 288 pp. $4. Paul Wheeler's problem was to scrape a living for himself and his small family in the workaday world while seeking a profitable outlet for his inventive mind. It was the not-so-good old days in the American midwest: the depression time of 1907-1908. In the small town of Calhoun, Missouri, Paul was lucky to have a job no duller or poorer than night agent at a railroad station. Between trains, clacks of the telegraph key, and ticket customers, his mind had time to roam over the immense potentialities of a road engine and a shock-absorbent device he had conceived—at least when he wasn't dreaming about his devoted wife, Madge, who had such faith in him that, to marry him, she had virtually sacrificed her position as daughter of one of Calhoun's leading families.

DONAHOO, A. W., AND O. L. SNOWDEN. *Profitable Farm Marketing*. Englewood Cliffs, New Jersey: Prentice-Hall. 1960. 413 pp. $5.50. The subject of markets and marketing is one that attracts considerable interest in any

discussion of agricultural problems. Farmers, teachers of vocational agriculture, county agents, and high-school students agree on the need for a work that would correlate the latest information concerning agricultural marketing. This book is intended to fill that need.

By explaining how a variety of farm products is moved from farm to consumer, the authors hope to help farmers and prospective farmers understand both the present-day marketing system and the economic environment in which our markets function. Emphasis is placed on the role played by the various "middlemen." These processors and merchandisers of the products on their way to the consumer make a significant contribution toward the building of markets for the producer.

The chapters have been developed as self-contained units treating specific products or marketing problems. (Chapter 11 is actually three chapters in one.) Each chapter begins with brief introductory material and a problem analysis in outline form. Each question raised in the analysis is then discussed thoroughly and factually. A summary, discussion questions, and suggested practice activities appear at the end of each chapter.

DONOVAN, E. J. *Adventure on Ghost River*. New York 16: Duell, Sloan & Pearce, Inc., 124 W. 30th Street. 1960. 150 pp. $3. All summer long Cliff Trailson and his buddy, Sam Price, had been looking forward to the canoe trip they were going to make in August. Cliff's father, a mining prospector and expert woodsman, had promised they could go with him all the way up to Ghost River. And Cliff's father never broke his word. But something else happened that launched them straight into an adventure far more real and far more exciting than any camping trip could ever have been.

DOW, E. R. *Of Parties and Petticoats*. New York 16: M. Barrows & Co., 425 Fourth Avenue. 1960. 205 pp. $2.95. It's a wonderful world you're living in, with so much to enjoy now—dances, vacations, hobbies, sports—and so much to look forward to—college, a career, a trip to Europe. Here is a book that will be exciting news to you, for it was written especially to help you make the most of your wonderful world . . . to help you entertain both yourself and your friends, to develop your talents, to enjoy your free time to the fullest.

DUBISCH, ROY; V. E. HOWES; AND S. J. BRYANT. *Intermediate Algebra*. New York 16: John Wiley & Sons, Inc., 440 Park Avenue South. 1960. 298 pp. This is a standard text which covers the traditional topics associated with a course in the subject. The authors have followed the usual order and presentation of topics—but have incorporated uncluttered, modern methods where feasible. Although they believe that understanding fundamental concepts is more important than the development of algebraic manipulative techniques, they have not neglected the latter.

The book conveys a practical grasp of the how-to-do-it aspect of the subject. The authors have dismissed the strictly axiomatic approach as too unrealistic, but still maintain the view that algebra is an axiomatic subject which relies on basic principles.

The student is made aware of the actual uses he is likely to make of algebra in the future. Many problems are included which arise in trigonometry, analytic geometry, and calculus. Several relevant topics (*e.g.*, inequalities) are added because of their importance in later mathematics courses. Notations and nomenclature are used which are consistent with the points of view of more advanced mathematics in dealing with such topics as determinants, functions, and progressions.

DULL, C. E.; H. C. METCALFE; AND J. E. WILLIAMS. *Modern Physics*. New York 17: Holt, Rinehart and Winston, Inc., 383 Madison Avenue. 1960. 672 pp. $4.96. *Modern Physics* abounds in instructional aids which are helpful to both the teacher and the student. Each unit is introduced by means of a *preview photograph* to point up the subject matter content. Each chapter contains a *Vocabulary* which defines the essential scientific terms used in that chapter, and pronounces phonetically those which teachers have indicated prove difficult. This is a practical aid for the student in mastering the *language of physics*. As an additional aid to his understanding, whenever a new scientific word or term occurs in the text, it is defined the first time it appears. Following the presentation of a topic involving a mathematical relationship, one or two *Sample Problems* and solutions are given in detail. These are appropriately set off from the text and give the method for solving that particular problem. A uniform procedure has been followed in problem solving. The applicable formula is stated, and the unknown is isolated. Then the problem values and units are substituted and the problem is solved.

At the end of each chapter there is a *Summary* and a list of *Terms To Define*. Included also as a part of the activity program of each chapter (and in some necessary cases scattered through the text of the chapter) are two sets of *Questions* and two sets of *Problems*, graded and differentiated as *Group A* and *Group B*. The materials in the A sets are planned as basic material for *all* students. The A problem sets contain problems based on both the English and metric systems of units, given alternately as far as practicable. Vector analysis problems in these sets are right triangle problems requiring both graphical and mathematical solutions. The B sets of questions and problems are more difficult, so as to provide for individual or group differentiation. Very difficult, or honor, problems are marked with a bullet. The *Group B* problems emphasize MKS system unit computations almost exclusively. The vector analysis problems in these sets are non-right triangle problems which require both graphical and mathematical solutions. This edition includes an enlarged table of trigonometric functions to whole degree values and a four-place table of logarithms.

EDELL, CELESTE. *Lynn Pamet—Caterer*. New York 18: Julian Messner, Inc., 8 W. 40th Street. 1960. 192 pp. $2.95. At nineteen Lynn Pamet was forced to face discouraging facts. She had not inherited her parents' theatrical talent; she could not hope for an operatic career like her beautiful sister Grace. She just didn't have the family glamor, and her only skill was cooking. But after a year of college, majoring in culinary arts and hotel technology, she realized that cooking could be glamorous—each dish a new and exciting production, each success a dramatic triumph. Catering particularly intrigued her. But how could she gain practical experience?

Her poodle Orvil helped solve that problem by enchanting Delphine, owner of a delicacy shop that catered to wealthy gourmets. Visiting the shop and observing Delphine's techniques, Lynn decided to start a catering service in her own home. But the venture proved disastrous. Obviously she must learn the business from the bottom up, and Delphine offered to teach her—and pay her too!

EDFELDT, AKE. *Silent Speech and Silent Reading*. Chicago 37: The University of Chicago Press, 5750 Ellis Avenue. 1960. 159 pp. $3.50. This is the report of a study in which the author states that silent speech, defined as "all instances of movement in the speech muscles in accompaniment with reading or other forms of mental activity," is a symptom of reading difficulties

rather than a cause of them. He also states that on the basis of his findings it is possible to end earlier futile discussions of the causes of silent speech. The book consists of two parts; the first discusses the search for a proper method to investigate the true nature of silent speech, reviews earlier work in the field, and describes the electromyograph (the instrument used in Mr. Edfeldt's experiment.) Part two reports an actual experiment using the electromyographic method and discusses prevalent theories of silent speech.

EDWARDS, BERTRAM. *Strange Traffic*. New York 18: David McKay Co., Inc., 119 West 40th Street. 1960. 151 pp. $2.75. With the aid of an American reporter who is convinced there is a sensational story in the professor's latest experiment, the boys set out to discover the mystery of the laboratory on the hill. A fast-paced adventure story that builds up to an unexpected and eerie climax when the secret of Professor Mason's observatory literally explodes before the reader's eyes.

EIFERT, V. S. *Delta Queen*. New York 16: Dodd, Mead & Co., 432 Fourth Avenue. 1960. 242 pp. $3.50. Never has there been a steamboat like the *Delta Queen*, heroine of this book. She was built in Scotland in 1926, taken apart and shipped by freighter to San Francisco. There she was rebuilt as a beautiful, modern, 285-foot sternwheeler for traversing the California rivers. After adventures worthy of any deep-sea yarn, including service in the Navy and a 5,000-mile sea voyage, the *Delta Queen* reached the Mississippi, where she still sails proudly between Ohio and Louisiana. Hers is a stirring story which, together with that of the Steamboat Era itself, makes this book fascinating Americana reading.

EISENBERG, PHILIP. *With Charles Darwin on H.M.S. Beagle*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 178 pp. The story of the history-making round-the-world voyage (1831-1836) on which Darwin discovered enough evidence to enable him eventually to advance his theory of evolution. Young readers will identify themselves with Darwin's 13-year-old assistant, who takes part in such adventures as earthquakes, fossil finds, and meeting savage tribes.

ELDER, JOHN. *Prophets, Idols, and Diggers*. Indianapolis 6: The Bobbs-Merrill Company, Inc., 38th Street, New York 22: 717 Fifth Avenue. 1960. 240 pp. $5. This illustrated book describes how the resources of modern science are used by the archeologist to reconstruct the life and times of the ancient world. It is a fascinating account of the way in which recent archeological discoveries confirm and support Biblical references to people, places, and events. Since the discovery of the ancient civilizations of Babylon, Nineveh, and Tyre, the science of Biblical archeology has assumed increasing importance. Forgotten cities have been unearthed, contemporary records of Biblical events have been found and the uniqueness of Biblical revelation has been confirmed.

ELIOT, GEORGE. *Silas Marner*. New York 22: Signet Key Books, 501 Madison Avenue. 1960. 192 pp. $.50. *Silas Marner* carries an afterword by Walter Allen, the English critic and novelist. Mr. Allen says: "It is the naivete of the characters, together with the remoteness of the place and time that gives *Silas Marner* its special charm, which is that almost of a fairy tale."

FELTON, R. A. *The Pulpit and the Plow*. New York 10: Friendship Press, 257 Fourth Avenue. 1960. 166 pp. $2.95. The tenant on the bottomland farm, the man behind the plow climbing a hard-to-cultivate hillside, the eager young farmer trying out new methods, the absentee landowner, and the

serf enslaved by the soil—all these have played their role in world culture for centuries. But the active involvement of the church in *all* the pressing practical problems of rural communities is of more recent origin. Today church steeples in farming areas still symbolize the spiritual and ultimate, but during the week the preacher-farmer or agricultural missionary is apt to be found with his feet in the fields, grappling with such worldly problems as plowing and planting.

FLAKKEBERG, ARDO. *The Sea Broke Through*. New York 22: Alfred A. Knopf, Inc., 501 Madison Avenue. 1959. 186 pp. $2.75. This is the story of four boys from different parts of Holland, who led different types of daily lives, but who came together and worked together through the terrible week of the floods. Their adventures led them through panic and heroism and even to the edge of death.

The setting of this book is authentic—that of the Dutch floods on January 31, 1953, when more than a thousand people lost their lives. Troops from six nations worked side by side with the Dutch authorities in rescue work, but more important still was the aid given by countless private individuals who made their way, like the boys in this story, to the stricken areas to give what help they could.

FLOHERY, J. J., AND MIKE McGRADY. *Youth and the F.B.I.* Philadelphia 5: J. B. Lippincott Co., E. Washington. 1960. 159 pp. $3. Buck Rollins didn't mean to steal the sports car. He had planned to "borrow" it for his date in Connecticut and return the car before the owner knew it was gone. But before the day was over, he found himself involved with state police and the F.B.I.

Four English Novels. New York 17: Harcourt, Brace & Company, 750 Third Avenue. 1960. 789 pp. $3.76. Contains the complete text of *Pride and Prejudice* by Jane Austen, *Pickwick Papers* by Charles Dickens, *The Return of the Native* by Thomas Hardy, and *The Secret Sharer* by Joseph Conrad.

FRIEDMAN, ESTELLE. *Man in the Making*. New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 192 pp. $2.95. This is a story of ancient man's development and the modern scientists who are piecing together this fascinating puzzle. The author tells of the discovery of the remains of the first apelike creatures which we call men, the struggle of anthropologists to identify the creatures and convince the public that such beings actually did exist.

FULLER, EDMUND, AND B. J. THOMPSON, editors. *Four Novels for Appreciation*. New York 17: Harcourt, Brace & Co., 750 Third Avenue. 1960. 666 pp. $3.36. This is an anthology of four novels—"Jane Eyre" by Bronte; "Kim" by Kipling; "Night Flight" by De Saint Exupery, and "*The Peril*" by Steinbeck. These novels span the years from 1847 to 1945. Included are brief introductory notes to orient the student, an afterword to guide the student toward the larger meaning and significance of each novel; a final afterword compares the four novels, and footnotes. A separate teacher's manual contains suggested teaching approaches, synopses of the novels, additional study questions, and a bibliography.

GARAGIOLA, JOE. *Baseball Is a Funny Game*. Philadelphia 5: J. B. Lippincott Co., E. Washington Square. 1960. 192 pp. $2.95. What goes on in the clubhouse? What happens during those meetings at the mound? What's it like to be a ballplayer's wife? How can a groundskeeper give the home team

an edge? Joe Garagiola is uniquely qualified to tell you. For several years a major league catcher, Joe is now a sportscaster with the St. Louis Cardinals. He is also regarded as tops among M.C.'s who work the banquet circuit.

GAVIAN, R. W., AND W. A. HAMM. *United States History.* Boston 16: D. C. Heath & Company, 285 Columbus Avenue. 1960. 896 pp. $5.60. Written in a very fluent style, the text is extremely readable and comprehensible. The organization of the book is basically chronological; but for clarification important social, cultural, and economic trends have been treated topically. The book is completely up-to-date; the modern period—1865 to the present—has received thorough coverage.

The text is conveniently organized in units, chapters, and sections, with numerous study aids provided. There are ten units as follows: The Colonial Heritage; Americans Form a New Nation; The National Government Grows Stronger; Democracy Makes Important Gains; The Expanding Nation Divides and Reunites; Modern America Emerges (1865-1900); The Progressive Movement; The U.S. Becomes a World Power; Prosperity, a Terrible Depression, and a Second World War; The United States Struggles with the Responsibilities of World Leadership. The *Time Line* is a chronological list of the important events occurring within the period to be covered by a particular unit. Each unit concludes with a summary of its *High Points,* emphasizing important ideas, events, and historical trends which the student should know. Also provided are review questions on the unit material and a list of suggested readings.

One is impressed with the attractive physical appearance of the book. Color has been used sensibly, serving a functional purpose while enhancing the appearance of the text. Numerous reproductions by famous American artists include works by Thomas Eakins, Winslow Homer, John Trumbull, and Grant Wood. Many reproductions are in full color.

GIBSON, MICHAEL. *Rescue from the Air.* New York 16: Abelard-Schuman, Limited, 404 Fourth Avenue. 1960. 159 pp. $3. This book presents the world-wide American Air Rescue Service and the British Search and Rescue organization. It builds up a picture of the remarkable men who fly the rescue missions and of the aircraft and special equipment they use, and it describes just how they use it, sometimes under seemingly impossible conditions. Many sides of Air Rescue work are shown in exciting real-life stories. Every mission has its own problems. No two are exactly the same.

GLENN, H. T. *Chilton's New Auto Repair Manual.* Philadelphia 39: Chilton Company Book Division, 56th & Chestnut Street. 1960. 958 pp. $7.95. This manual of automotive theory and service covers every essential repair process carried on in the service field. The book is logically arranged by topics, starting with a comprehensive chapter on troubleshooting to assist the mechanic in locating the defective unit. Succeeding chapters, telling how to repair the defect, proceed logically (according to the flow of power) from the engine through the clutch, transmission, and rear drive mechanism, where the power is delivered to the rear wheels. Fuel and electrical systems, the front end, and the brakes are also thoroughly discussed. An appreciable part of the book is devoted to servicing modern power-assisting devices: power steering, brakes, tops, gears, and windows. Temperature control devices, heating and air conditioning are also covered in a most detailed manner. Each piece of equipment is discussed under four headings: theory of operation, disassembling, cleaning and inspecting, and assembling.

Each section begins with a thorough coverage of the theory of operation of the component being overhauled. Expressly written for the student-mechanic, the theory is not academic but is definitely related to the service procedures and covers only that which is necessary to assist the mechanic in understanding the "why" of each job. This knowledge will enable him to become more proficient.

The disassembling instructions consist of a series of action-type pictures illustrating each step required to take the unit apart. The pictures are keyed to the written instructions by number.

The cleaning and inspecting section which follows disassembly covers the information needed to clean parts properly and carry out an intelligent inspection to determine with assurance which parts can be reused. The many pictures of worn parts in this section will assist the mechanic by pointing out the parts which normally wear, where the wear occurs, and what the parts look like that are unfit for further use. The pictures of worn parts take the place of many years of practical experience, some of which is usually obtained through the bitter experiences of costly comebacks. The price of this book will be repaid many times through these pictures by providing practical assistance to the mechanic, helping him to avoid costly errors of judgment.

After cleaning and inspecting, the units are assembled through step-by-step illustrated instructions. This section is generally preceded by an exploded view to enable the mechanic to visualize the placement of parts and their relationship with each other. Assembly hints are given when parts can be installed in two possible ways. Clearances and tolerances are provided right along with the instructional steps wherever possible. No time need be wasted in consulting tables in other sections of the book for such information as torque wrench data and clearances. Bench adjustments, and on-the-car repair procedures, which are an essential part of the assembly instructions, are clearly set off by captions set in heavy type to assist the mechanic in finding these instructions quickly in the event the unit is not being completely overhauled.

GOLDSEN, R. K.; MORRIS ROSENBERG; R. M. WILLIAMS, JR.; AND E. A. SUCHMAN. *What College Students Think*. Princeton, New Jersey: D. Van Nostrand Co., Inc. 1960. 268 pp. $5.95. The authors question a number of popular stereotypes about college students in this country. It analyzes important data provided by students at eleven representative universities, exploring their attitudes toward the modern world in which they live, and what they expect out of it.

A team of sociologists on the faculty of Cornell University have delved into student opinion on love, courtship, and marriage. They inquired into what students think about the education they were getting, their lives on campus, their future career expectations, and carefully analyzed their views on religion and politics. To all who are concerned with the present and future of America, this volume will be valuable and enlightening reading—at times amusing and reassuring, but more often a disturbing sign of future trends and problems to be solved.

GRANBERG, W. J. *Voyage Into Darkness*. New York 10: E. P. Dutton and Company, 300 Park Avenue South. 1960. 190 pp. $3. The distinguished Danish Captain-Commander, Vitus Bering, was commissioned as leader of this fantastic undertaking. Second in command was Lieutenant Sven Waxel whose 17-year-old son, Laurentz, was a junior member of the expedition. And it is through the eyes of young Laurentz that we relive the largest and longest

expedition in the history of the world—an ill-fated voyage into darkness that searched for mythical Gamaland and then went on to raise the coast of Alaska.

GRANT, BRUCE. *Captain of the Constellation*. New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 128 pp. $2.50. Thomas Truxtun is the man to whom George Washington said: "You have been as a regiment to the Colonies"; and yet most who know the name of Truxtun's ship *Constellation* do not know the name of her Captain. This is one of those strange accidents of American history, for years before the *Constellation* was even built, Truxtun was a Revolutionary hero who brought desperately needed gunpowder and arms to the Colonies as a result of daring trips to France and the West Indies.

GRAY, J. A. C. *Amerika Samoa: A History of American Samoa and Its U.S. Naval Administration*. Annapolis, Maryland: United States Naval Institute. 1960. 314 pp. $6. This book was written to make better known "the story of about 20,000 Polynesians, living in remote South Pacific islands . . . whose way of life was old when Columbus discovered America, and who have caught . . . " 'The American Dream,' " and also to give recognition to "a little known activity of the United States Navy."

The book is a tribute to the line naval officers who received orders as Commandant, U.S. Naval Station, Tutuila, and Naval Governor of Samoa. These officers, unused to the particular demands of civil government even in their own country, successfully governed a primitive society during a half century of rapid change. They imposed the standards of the United States Constitution upon the fa'aSamoa—the Samoan way of life—yet they preserved most of the tradition and custom of old Samoa.

GREENE, J. E., editor. *Essays for Modern Youth*. New York 10: Globe Book Company, 175 Fifth Avenue. 1960. 624 pp. $3.52; 10 or more copies, each $2.64. The book is composed of over 100 selected writings classified under 20 units of study including science, leisure, music and art, business, family living, *etc*. The purpose of the classification into types has been to aid students in analyzing and discussing the various features of an essay.

GREGORY, HORACE. *The Metamorphoses*. New York 22: New American Library, 501 Madison Avenue. 1960. 448 pp. $.75. A complete new version of Ovid's panorama of the Greek and Roman myths.

GUARNERO, LOUISA. *The Wonder of Growing Up*. New York 19: Taplinger Publishing Co., Inc., 119 West 57th Street. 1959. $3.50. Here is a book for teenage girls who may want further guidance on the all-important question of "growing up." The author deals with her delicate subject in a way that will be easily understood and leaves no question shirked or unanswered. Step by step, the questioning young mind is led to fuller realization of the thrilling nature of life and the part that women must play in the divine scheme of things.

HALL, ELVAJEAN. *The Land and People of Argentina*. Philadelphia 5: J. B. Lippincott Co., E. Washington Square. 1960. 128 pp. $2.95. Argentina is a country of contrasts. Her cities are sophisticated, rivalling Paris and New York in wealth and culture. Modern concrete and glass buildings stand beside colonial Spanish churches. In the interior Indians still cling to folkways although *gauchos* are no longer part of the scene.

Argentina's geography is as varied as her architecture and her people, and is similar in many ways to that of the United States, with rich, fertile plains, snowcapped mountains and a long seacoast. It, too, was "discovered" by the

Spanish following on the heels of Columbus's famous voyage. Yet its history and development have been quite different. Argentina's political history has been marked with violent upheavals as the country made its way from an exploited Spanish colony to a modern democracy. Its story reads like a fascinating adventure yarn, complete with intrigue, villainy, battles, and heroism.

HARLOW, W. M. *Fruit Key and Twig Key to Trees and Shrubs.* New York 14: Dover Publications, 180 Varick Street. 1959. 62 pp. $1.25. This is a handy, accurate, and easily used key to fruit and twig identification with photographs of over 350 of them of nearly every twig and fruit described. It also contains a bibliography, glossary, and index.

HASKELL, JOHN. *The Haskell Memoirs.* New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 176 pp. $3.95. Haskell's account of his war service covers the period from December 1860 to Appomattox. He saw the early days of the war as a member of the staffs of Generals J. E. Johnston and G. W. Smith, until he lost his right arm at Mechanicsville. His life saved by devoted care in Richmond, he recuperated at home and then commanded the artillery in North Carolina for the period between the battle of Fredericksburg and late spring of 1863, when he was transferred to Longstreet's corps in time for the Gettysburg campaign. His account of the siege of Petersburg is uniquely vivid. At Appomattox, General Lee bestowed an unusual distinction upon the Haskell family in designating John Haskell to lead the artillery, while his brother, Alexander, led the cavalry to the point of surrender.

HAWLEY, CAMERON. *The Lincoln Lords.* Boston 6: Little, Brown & Co., 34 Beacon Street. 1960. 556 pp. $5. Lincoln Lord is one of those handsome, likeable, and prepossessing men who, today, are heading so many of the organizations and institutions that control our lives. He has shaped his whole career to the belief, so widely held, that "getting along with people" is the most important thing in the world. Outwardly, it has worked. He has gone up and up from one big job to another, the president of five different companies during the past ten years—until, as the story opens, he finds himself suddenly forced to reappraise his whole image of success.

HEIMANN, R. K. *Tobacco and Americans.* New York 36: McGraw-Hill Company, Inc., 330 West 42nd Street. 1960. 278 pp. $7.50. When Christopher Columbus first reached the beaches of San Salvador, the natives greeted him and his crew with gifts of fruit and "certain dried leaves" possessing a pungent fragrance. From that time to this tobacco has played an important part in American history. In *Tobacco and Americans,* Robert K. Heimann does a masterful job of tracing the growth of the tobacco custom and illustrating the historic, economic, and sociologic roles tobacco has played in the development of the country.

With a sure sense of history, Mr. Heimann shows how the various ways of taking tobacco were introduced in the Old World by sailors returning from the New. He points out how the subsequent demand for it formed the economic basis for the establishment of the first colonies in Virginia and Maryland. The evolution of the industry is shown paralleling America's status in international trade. Many famous early Americans were directly connected with tobacco. George Washington was one of the largest planters of his day, and when he appealed to his countrymen for aid for the army he wrote: "I say if you can't send money, send tobacco." James Madison opposed a tax on

tobacco because he felt it would deprive the poor of innocent gratification. John Quincy Adams set the style in Boston with his cigars; Ulysses S. Grant furthered their popularity.

Tobacco was an essential element in the western expansion movement. Thomas Jefferson encouraged the westward movement of farms and sent Lewis and Clark on their explorations well supplied with tobacco for trading with the Indian. Gradually customs changed, and in *Tobacco and Americans* you see the fascinating relationship between tobacco usage and social development —from pioneer days of chaw and "tobacco rope" through the snuff, cigar, and pipe eras and, ultimately, to the modern cigarette. Region by region, epoch by epoch, Mr. Heimann vividly recounts how tobacco has been grown and processed, used and advertised, packaged and marketed, here and abroad. This is the most complete and authoritative treatment of the subject in print, and it gives fresh insight into a near-universal custom which is purely American in origin. Photographs and engravings are on almost every page, and informative charts illustrate trends.

HELLER, J. H. *Of Mice, Men, and Molecules.* New York 17: Charles Scribner's Sons, 597 Fifth Avenue. 1960. 176 pp. $3.95. In this volume Dr. Heller explores not only dramatic current research, but also what can be expected in the immediate and somewhat more distant future. He covers such varied topics as mood, madness, weather, heart disease, chemical warfare, and underseas research—to mention but a few.

HERRON, E. A. *Alaska's Railroad Builder.* New York 18: Julian Messner, Inc., 8 W. 40th Street. 1960. 192 pp. $2.95. During the Alaska gold rush, Mike Heney built the White Pass and Yukon Railroad—the toughest hundred miles of track in the world. Later he constructed the Copper River and Northwestern Railway which unlocked a fabulous fortune in the Bonanza Mountains. His achievements were almost incredible because he had no engineering degree; yet he tackled the hardest jobs in the wildest territory of the North.

HEYER, GEORGETTE. *The Unknown Ajax.* New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 314 pp. $3.95. What a dilemma for Lord Darracott! The loss of two heirs in one boating accident has left him in an unthinkably awkward predicament—and one from which even Lord Darracott, whose whim is generally law, can find no escape. For, unquestionably, High Darracott, the grandson that he has never seen, now stands next in line of descent. And is not this High the offspring of his lordship's second son, who disgraced himself by marrying—it must be confessed—a weaver's daughter? What then must the weaver's brat be? Why, a boor and a bumpkin, and hardly fit to inherit either the proud Darracott title or the rambling and dilapidated baronial estate that goes with it. Making the best of a ticklish situation, Lord Darracott summons High to meet the family, and determines that the only way to insure the future respectability of his name is to marry off Anthea, his pretty and intelligent grand-daughter, to the new heir.

HIRSHBERG, AL. *The Jackie Jensen Story.* New York 18: Julian Messner, Inc., 8 W. 40th Street. 1960. 192 pp. $2.95. Jackie Jensen, the major leagues' leading run-producer and the American League's Most Valuable Player in 1958, is the only athlete who has played in the Rose Bowl, the East-West football game, the World Series, and baseball's All-Star game. He was also an All-America football player in his junior year at college.

HOFNER, J. H.; H. R. BRUCE; AND R. K. CARR. *Our Living Government*. Chicago 11: Scott, Foresman and Company, 433 Erie Street. 1960. 679 pp. $4.96. Units One and Two set the scene for the detailed study of the structure, purpose, and functions of government at the national, state, and local levels. The book takes full account of the significant social, economic, and political changes which have occurred during the past few decades.

For a sampling of the *clarity and vividness* of the writing, and its appeal to students, one finds chapter outlines and unit openers which help the student "see where he's going"; section reviews, for a continuing check on comprehension; chapter and unit summaries to help "clinch" what the student has learned; annotated bibliographies at the close of each unit; photographs and cartoons which illustrate developments discussed in the text; and charts to help clarify complex issues. Included also is an eighteen-page section of organization and function charts in the Epilogue. *Discussion and activity suggestions* are designed to start high-school seniors thinking effectively about important issues and building skills for the years of active citizenship ahead.

HOGG, W. R. *One World One Mission*. New York 27: Friendship Press, 475 Riverside Drive. 1960. 165 pp. $2.95. The author examines the complex situation from the vantage point of a Christian scholar, seeing it not as a singular phenomenon, but as an overlarge ripple in the stream of history wherein God is working out his plan to bring us together in faith. Beginning with the commission to Israel in Old Testament times, Dr. Hogg traces the patterns that have evolved from the centuries-long growth in mission concept: The unity in spirit of the early church; the first thrusts sparked by the imperative to "go"; the development of forms of cooperation between communions; the establishment of educational, medical, and other social ministries as arms of evangelism; and the new movement into total outreach-interdenominational, interracial, international—that we call ecumenical mission.

HOLBROOK, SABRA. *Aluminum from Water*. New York 16: Coward-McCann, 210 Madison Avenue. 1960. 121 pp. $2.75. To produce a single ton of aluminum takes enough electric power to light and heat a modern home with all its gadgets, from toaster to TV, for five years. In this book we meet the 20th century pioneers who are toppling mountains and taming rivers in the Canadian wilderness to capture this power from nature. We share problems which seem impossible to solve: how to dam a river when the current sweeps away building materials as fast as they are laid in the river bed; how to swoop transmission lines 4,000 feet above a glacial gulley between two snow-capped peaks; how to break the force of an avalanche.

HOOPER, ALFRED, AND A. L. GRISWOLD. *A Modern Course in Trigonometry*. New York 17: Holt, Rinehart and Winston, Inc., 383 Madison Avenue. 1959. 395 pp. $3.96. The aim of this book is primarily to enable the student to grasp trigonometric principles and be able to apply them in the various fields of mathematics or science. The exercises have been drawn up in a form which, it is hoped, will prove interesting and at the same time will emphasize the value and importance of the subject. The authors have endeavored to provide material that will fulfill these aims and at the same time offer a thorough and trustworthy preparation for examinations for high-school credit and for entrance to college.

In this revision, teachers will find many familiar features which have been helpful and successful in earlier editions, and also many new features and changes in emphasis in line with current trends. The analytical aspects of the

course are more prominent than before and the computational ones less so, although more than adequate practice is given with all formulas and methods of solution. A great many more identities are included and more attention is given to correlating the algebraic and trigonometric solutions of equations. The modern concept of function, and the use of coordinate geometry with the law of cosines to develop certain basic formulas, represent an approach in keeping with present day thought. The inverse of trigonometric functions is treated more completely and with more exercises; the same is true of complex numbers, the triangle of velocities, and linear and angular velocities. Scientific notation is included, and a brief discussion and application of functions of numbers. A second color is used to help set off definitions and other important concepts, and to help make certain illustrations vivid to the student. It is the authors' hope that these changes will add to the interest and consequent usefulness of the book. Certain optional topics have been marked with a star because they do not occur in the syllabi used in many schools. The teachers manual also offers suggestions as to exercises and material which can be deleted for a minimum course or for classes of below-average ability.

HOWARD, VERNON. *Short Plays from the Great Classics.* New York 16: Sterling Publishing Company, Inc., 419 Fourth Avenue. 1960. 123 pp. $2.50. This book not only gives material for this form of self-expression but also helps youngsters learn in an interesting and exciting manner the classics of the ages. One- and two-act plays taken from such great novels as "Little Women," "Don Quixote," "Around the World in 80 Days," and "Oliver Twist" will provide hours of entertainment and are intended to encourage youngsters to learn more about dramatics and literature. The plays can all be acted out without props or scenery—and are suited to groups of 10 to 30 youth.

HUGHES, TONI. *Fun with Shapes in Space.* New York 10: E. P. Dutton & Company, 300 Park Avenue South. 1960. 225 pp. $5.95. Continuing where she left off in her highly successful *How To Make Shapes in Space,* the author once again encourages you to let your ideas take shape through an exciting new series of three-dimensional constructions. Her enthusiasm is contagious enough to start the most unskilled person transforming ordinary kitchen string, ribbon, cork, paper, carboard, sticks and other everyday materials into hundreds of ingenious and amusing objects. Amateurs and professionals, children and adults, everyone with the slightest urge to create, will enjoy making "shapes in space." Following Toni Hughes' clear instructions, groups as well as individuals can make fascinating original constructions for use in a variety of school and community projects.

HYDE, M. O. *Plants Today and Tomorrow.* New York 36: McGraw-Hill Book Co., 330 W. 42nd Street. 1960. 158 pp. $3. Wherever man lives, whatever he does, plants are essential for life. The food man eats, the medicine he needs—even the oxygen man breathes—can be provided by plants. All the basic facts about plants and their many varieties are explained in this book.

IRAEL, SAUL; N. H. ROMER; AND LOYAL DURAND, JR. *World Geography Today.* New York 17: Henry Holt and Company, 383 Madison Avenue. 1960. 544 pp. (7⅝" x 10"). $5.56. This textbook, written for students in Grades 9, 10, or 11, treats geography as a social as well as a physical science by bringing in material from allied social sciences such as history, economics, and government. The earth is emphasized as the home of man. This approach is in keeping with the most modern trends. As Ross N. Pearson points out in his article "Progress in Regional Geography," which appears in

the 1959 National Council of Social Studies Yearbook, "The strongest trend seems to be . . . towards [regions] which are derived from cultural phenomena."

In order for the student to best study the earth as the home of man, the text is divided into eight major regions. These regions are set up on a "multi-feature" basis so that there is, as much as possible, homogeneity of environmental and cultural features. In subdividing these regions, the individuality of nations is stressed. Countries large or small are not submerged in the treatment of a region, but are discussed as entities. Such an organization also makes it possible to present the material in units of study that are more nearly self-contained, more flexible, more interesting to the student, and easier to teach than those in many other types of organization.

Although the social aspects of geography are emphasized throughout the book, the physical aspects are by no means neglected. They are dealt with in detail in Unit One so that the student begins his study of the earth's regions with a solid grounding in the fundamentals of physical geography. Then, in the units that follow, he learns how physical geography is related to man and society in the earth's various regions. The physical features, climates, and resources of both regions and nations form the hard core of the discussion.

The book contains many teaching aids. The maps, diagrams, and pictures have been selected to correlate with and supplement the textual material at every point. Each regional unit is introduced with its own four-color map and contains many other textual maps relating to the subjects discussed. The end-of-chapter and end-of-unit materials are extensive and varied. Each chapter ends with a group of questions entitled "Checking the Facts"; and the teaching aids at the end of each unit include a summary, questions for review and discussion, vocabulary work, research and problem-solving materials, suggestions for map study and map-making, and thought-provoking ideas for oral and written reports. Also at the end of each unit is a bibliography in which related books of special interest to teenagers are listed in annotated form. At the end of the book is a glossary containing precise definitions of important terms used in the text.

By means of end-of-unit materials and a *workbook* which accompanies it, the textbook promotes such important skills as: using a geographic vocabulary; interpreting maps, globes, pictures, graphs, and tables; doing simple research; and analyzing phenomena in the field when possible. Map-reading skills, especially, are emphasized both in the text itself and in the *workbook*.

A *Teacher's Manual*, a *Test Booklet and Key*, and *Workbook with Teacher's Edition* accompany the text. The *Teacher's Manual* contains important teaching suggestions for each unit, lists of pamphlet and visual-aid materials, and answers to end-of-chapter and end-of-unit questions. The *Test Booklet* contains tests on each unit and also a final examination. The *Workbook* represents a distillation from the text of essential information and important skills the student should know. The exercises are varied and interesting to do. They are organized so that they correlate almost exactly with the text and are numbered in multiples of five so they can be scored easily and quickly.

IRVING, ADLER. *The New Mathematics*. New York 36: New American Library. 1960. 192 pp. $.50. Explains the working methods, ideas, and fundamental concepts of the revolutionary developments in modern mathematics.

IRVING, ROBERT. *Electro Magnetic Waves.* New York 22: Alfred A. Knopf, Inc., 501 Madison Avenue. 1960. 145 pp. $3. Scientists often find

that things or events that at first seem to have nothing to do with each other turn out to be related after all. You will experience this with the seven kinds of rays that are the subject of this book. They are members of one family, the family of *electromagnetic waves*—the fastest things that move.

JACOBS, JAKE. *Marineland Diver*. New York 16: Dodd, Mead & Co., 432 Fourth Avenue. 1960. 178 pp. $4. Jake Jacobs is now chief diver of Marineland of the Pacific, the largest oceanarium in the world. He describes the operation of that "man-made ocean" and his experiences with its inhabitants—among them Bubbles, a coquettish whale, and Zippy, a porpoise who discovered that humans can be taught tricks.

JOHNSON, JUNE. *838 Ways To Amuse a Child*. New York 16: Harper and Brothers, 49 E. 33rd Street. 1960. 216 pp. $3.95. Supplemented with one hundred and twenty-two illustrations and diagrams, here are easy-to-follow directions for hundreds of simple and inexpensive things for boys and girls to make, to do, and to enjoy by themselves or with the family. The book includes suggestions for such crafts and hobbies as: whittling, weaving, modeling and sculpturing, home decorating, sewing, cooking, making toys and gifts, leatherwork, flower arranging, carpentry, stamp collecting, and designing or creating with paper, paste, crayons, and paint; interesting and easy experiments with chemistry, astronomy, soil conservation, meteorology, and physics; ways to better enjoyment and understanding of insects, animals, geology, flowers, geography, and trees.

JOHNSON, WALTER. *1600 Pennsylvania Avenue*. Boston 6: Little, Brown & Co., 34 Beacon Street. 1960. 390 pp. $6. This is a penetrating historical study of the American presidency since 1929. By examining the administrations of Hoover, Roosevelt, Truman, and Eisenhower, the author demonstrates the potentialities, restrictions, and demands of one of the world's most vital and exacting roles.

JORDAN-SMITH, PAUL. *The Road I Came*. Caldwell, Idaho: The Caxton Printers, Ltd. 1960. 474 pp. $6.50. Being a bookman, for twenty-five years the literary editor of the *Los Angeles Times*, Paul Jordan-Smith makes a survey of literary tastes and of the changes in literary standards over sixty years. There are stories of his meetings with such writers as Thomas Hardy, Arthur Machen, Sir Hugh Walpole, Hamlin Garland, Havelock Ellis, Sinclair Lewis, and many others. There is material on his early championship of Margaret Mitchell's famous novel, *Gone with the Wind*, and two delightful and revealing letters from her, hitherto unpublished, are included. Many current writers are discussed (and some dismissed, rather curtly), but, in the main, the author is more concerned with the doings of ordinary people. His book abounds in salty wit and is enriched with kindly humor.

JOY, C. R. *Young People of the Western Mediterranean*. New York 16: Duell, Sloan & Pearce, Inc., 124 E. 30th Street. 1960. 151 pp. $3.50. A new approach to an understanding of everyday life in other lands is here presented. This book is the fruit of years of travel and the most painstaking kind of research and reporting. In it the young people of ten lands of the Western Mediterranean tell in their own words the facts about their way of life: families, homes, education, food, recreation, and other interests.

Junior English in Action, 7th edition. Boston 16: D. C. Heath and Co., 285 Columbus Avenue. 1960. Book One for Grade 7 by J. C. Tressler; H. I. Christ; Marguerite Shelmadine; and M. M. Paige. (Pupil edition 480 pp., $3.48; Teacher's edition, 652 pp., $3.48); Book Two for Grade 8 by J. C.

Tressler; H. I. Christ; and Marguerite Shelmadine. (Pupil edition 480 pp., $3.48; Teacher's edition, 653 pp., $3.48); and Book Three for Grade 9 by J. C. Tressler and H. I. Christ. (Pupil edition, 512 pp., $3.60; Teacher's edition, 668 pp., $3.60). The textbook for each grade is divided in two parts: (1) language activities and (2) handbook of grammar and usage. In this arrangement, drill exercises are out of the way when not needed but are easily available for the individual pupil or the class that needs practice. For the gifted student the *Handbook* section is available for reference.

The *Seventh Edition* contains basic material for all students. Since a teacher probably won't have time for all the activities suggested, he may select what he needs. Slow classes should, and normal classes may, omit one or more units. The *Teacher's Manual* provides syllabi for both normal and slow groups as well as a suggested program for teaching grammar, punctuation, and spelling with the language activities. In the *Teacher's Manual*, as in the text, there are more activities suggested than the teacher will have time to use with most students.

Each pupil edition takes advantage of many rich fields—the social studies, the arts, the sciences, and literature—inviting boys and girls to discover, observe, and enjoy the world around them; it teaches clear thinking, correct writing, and good speech—stresses *doing*, not merely talking about doing.

A one volume teacher's edition for each grade is composed of the complete student text, a complete answer book for the text, and a teacher's manual. A *Teacher's Manual* and *Answer Book* is printed separately and also as parts two and three of the Teacher's Edition. The *Teacher's Manual* contains specific guidance for new teachers and interesting material for all teachers. The *Manual* includes syllabi for a year's program, tested teaching devices, and additional motivations. The *Answer Book* is complete.

A *Practice Book* of exercises gives further experience in using language correctly. The exercises are easy to check and the book is designed for individual or group practice. A complete set of *Mastery Tests* with answers is furnished with each book.

The Teacher's Edition of the *Practice Book* is the student's book with overprinted answers. Also provided for this seventh edition is a set of supplementary tests. This battery of tests supplements the testing programs in the text and in the Practice Book. Answers are included in each set.

KARNEY, BEULAH. *Wild Imp.* New York 36: The John Day Co., 62 W. 45th Street. 1960. 191 pp. $3.50. This is a novel about a young horse trainer who has learned from his Irish father the secret of training horses by gentling rather than breaking them. When the story opens, in 1871, Conal O'Mellaine is 14, and on his own. Uprooted from his family home in Ireland, he has come to America. His greatest asset is his way with horses, and so he sets out for the wild-horse country of Texas. There he finds menial work on a ranch. Always rebellious, and cocksure of his ability to handle the mustangs better than the grown men whose job it is, he has a rough time of it.

KAY, TERENCE. *Space Volunteers.* New York 16: Harper & Brothers, 49 E. 33rd Street. 1960. 144 pp. $2.50. This is a book about the brave men who are making space flight a reality. They are the space volunteers, who in laboratories, in Antarctic wastelands, and on remote mountain tops are using their bodies to amass space facts. When on Space Day, 19—, a man-carrying spaceship blasts off, its way will have been prepared by a long line of space volunteers.

KEYHOE, D. E. *Flying Saucers.* New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 283 pp. $3.95. On a flight to Los Angeles a Trans World Airlines pilot reported dodging an unidentified flying object to avoid a head-on collision. A CAA control-tower operator reported tracking four UFOs at 3,600 miles per hour, one over an Air Force base. From the Far East, an F-86 jet pilot reported chasing a huge saucer. Such accounts are not unusual. Air Force files contain over 6,300 cases of saucer sightings, some of them still top secret. They include statements from airline pilots verifying simultaneous sightings by as many as four different aircraft; records of unexplained crashes of pursuit planes which took off to investigate UFOs that appeared on radar screens; reports of jet planes firing on saucers. The official Air Force position on such sightings—flying saucers do not exist.

KINNEY, L. B.; VINCENT RUBLE; AND M. R. BLYTHE. *Holt General Mathematics.* New York 17: Holt, Rinehart and Winston, Inc., 383 Madison Avenue. 1959. 605 pp. $4.20. This book was written especially for two groups of secondary-school students: those who have no need for traditional algebra and geometry, and those who intend to defer the study of these subjects until they have acquired a greater mastery of arithmetic and of the elementary concepts of algebra and geometry as commonly encountered in everyday affairs. The text is, accordingly, designed: (1) to teach important applications of arithmetic at the level of the student's interest, so that he will see the value of arithmetic in personal and public affairs; (2) to introduce the interesting applications of algebra and geometry that are of general significance, and to use them in testing the student's ability to handle these advanced subjects; and (3) to provide for a systematic program of maintenance and remedial work in arithmetic computations and problem solving, including developments of understanding as well as skill.

In accordance with these purposes, the material presented in the text is developed around several major items, which may be classified as follows: the science of numbers, problem solving, measurement, and expressing mathematical ideas.

The maintenance and remedial work is designed for two major purposes: (1) to provide specifically for students who need it; and (2) to direct the remedial practice to specific weaknesses, so as to provide guidance in corrective procedures. To serve these purposes, analytical inventory tests, called *Stop Light Tests,* are provided at strategic intervals. These will determine who needs practice, and what kind of remedial work he requires. They are followed by *Practice Exercises,* keyed to the tests, so that each student has the kind of practice he needs.

Wherever they are useful, boxed examples illustrate correct procedures to be practiced, reducing the amount of explanation required from the teacher, and serving as a convenient reference for the student.

LAMBERT, JANET. *The Stars Hang High.* New York 10: E. P. Dutton & Company, 300 Park Avenue. 1960. 189 pp. $2.95. The stars hang high for everybody, but especially for a girl of Bitsy Jordon's temperament. Bitsy yearns to touch the stars, to be the person she longs to be—even if such a triumph lasts only for a moment. Shy and insecure, Bitsy rebels against conformity and considers herself an outcast. Her widowed father and her brothers and sisters, uncertain how to handle her, vacillate between tender concern and exasperation.

LANOUX, ARMAND. *Paris in the Twenties.* New York 21: Arts, Inc., 667 Madison Avenue. 1960. 110 pp. $6.50. The age of the jazz band, the Boeuf-sur-le-toit, Cocteau, Picasso, Diaghilev's ballets, Charlie Chaplin, Josephine Baker, cloche hats, Poiret dresses—the age which, as Maurice Sachs put it, was like a perpetual fourteenth of July—was also an intensely creative period. It comes to life in this very readable volume by Armand Lanoux which is richly illustrated by unique photographs and reproductions of the period. Sandwiched between two wars, the Parisians of the Twenties defied destruction and annihilation, not only by indulging in every pleasure and luxury, but by bringing about significant revolutions in literature, art, politics, and all other fields.

LAVINE, S. A. *Kettering—Master Inventor.* New York 16: Dodd, Mead & Co., 432 Fourth Avenue. 1960. 189 pp. $3. This is the story of Charles Franklin Kettering, who spent his life doing what other men said couldn't be done. Although he modestly described himself as a "monkey-wrench mechanic," he was a brilliant scientist, an imaginative engineer, and an ingenious inventor, whose vision and skill revolutionized a dozen different industries and created as many more. Because Kettering was convinced that the scientists of the future would accomplish far more than he had done, young people looking forward to careers in research will find inspiration in this lively account of a one-time country schoolmaster who became America's outstanding industrial scientist.

LAWRENCE, M. W. *The Rockets' Red Glare.* New York 16: Coward-McCann, 210 Madison Avenue. 1960. 121 pp. $2.75. Missile mail, weather and TV stations in space, dining tables that prevent food from going into orbit before space travelers can get it into their mouths—these are among inventions already tested or designed which are described in this practical account of the beginnings of space conquest.

LEAVITT, H. A., editor. *The Looking Glass Book of Stories.* New York 22: Random House, 457 Madison Avenue. 1960. 511 pp. This book is composed of 33 tales of imagination that boys and girls will enjoy. Some are old and others are new.

LEVINE, I. E. *Conqueror of Smallpox.* New York 18: Julian Messner, Inc., 8 W. 40th Street. 1960. 190 pp. $2.95. Surgeon, country doctor, pioneer naturalist, Edward Jenner was a giant in eighteenth-century science. When he discovered a vaccine for smallpox, he rescued mankind from one of history's most terrible scourges.

LEWIS, HILDA. *Wife to Great Buckingham.* New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 332 pp. $4. Buckingham's astounding rise to fame—so that he was at the top of the ladder before he was well seen at the bottom—his wild excesses, his mad ambitions, his fatal attraction for two kings and the scandal of his love affairs are well known to history. But the devotion and loyalty of his wife, the charming Catherine Manners, has never been told. The great heiress in England, she was compromised into marrying him at the tender age of fifteen—and never regretted it, though she found heartache in plenty.

LILES, PARKER; L. A. BRENDEL; AND RUTHETTA KRAUSE. *Typing Mailable Letters.* New York 36: Gregg Publishing Co., 330 W. 42nd Street. 1960. 110 pp. (8½" x 11"). This publication contains information and practice projects in placement, punctuation, proofreading, and production

of business correspondence. This is an excellent guide for the experienced typist as well as for the learner.

LYNCH, PATRICK. *From the Cave to the City.* New York 10: St. Martin's Press, 175 Fifth Avenue. 1960. 64 pp. $2.95. This book describes the progress of man from primitive cave dwellings to the highly organized civilizations of Egypt and Mesopotamia. The introductory sections explain some of the methods and techniques used by archaeologists to uncover the fascinating secrets of the past.

LYNCH, PATRICK. *Man Makes His World.* New York 10: St. Martin's Press, 175 Fifth Avenue. 1960. 64 pp. $2.95. In this third and completing book in the *Science for Young Readers* series, Patrick Lynch traces man's progress from the rich civilization of Mesopotamia in 2,000 B.C. to the wonders of our present space age.

MACK, CONNIE. *From Sandlot to Big League.* New York 22: Alfred A. Knopf, Inc., 501 Madison Avenue. 1960. 241 pp. $2.95. This is a new edition, with up-dated material, of one of the most important books on baseball, fully illustrated with photographs and drawings. There are examples of every point made, drawn from the experiences of well-known players and from the experiences of Connie Mack.

MAGOUN, F. A. *Successfully Finding Yourself and Your Job.* New York 16: Harper & Brothers, 49 East 33rd Street. 1960. 238 pp. $3.75. This book offers practical answers to the big question of what job is right for you. It is intended primarily to eliminate the painful and all-too-common sequence of trial and error before the right job is found. Professor Magoun has brought all his counseling skill and experience to bear on this subject. He shows how to take a realistic inventory of your own capacities and balance them against your preferences. His book touches on both the skills and personality qualifications required in various fields, as well as the opportunities offered by large organizations *versus* the variety of experience possible in a small company.

MAGOON, M. W. *Boy of Ephesus.* New York 18: Longmans, Green & Co., Inc., 119 West 40th Street. 1960. 149 pp. $2.95. Beneath the stone columns of the school, lame Manos waits for his pedagogue. Though his father is a skilled artisan and faithful worker of this city sacred to the worship of Diana, though he paid a great price for the magic charm Manos wears, the boy's ankle pains him unbearably. Fainting in the sun, falling, he is caught by a stranger. A few words, a touch or two, a look that is deeply kind, and the lame boy strides home beside his wondering slave. On the birthday of the goddess, during the festival in her honor, Manos wins the race.

MANTON, JO. *Elizabeth Garrett, M.D.* New York 16: Abelard-Schuman, Limited, 404 Fourth Avenue. 1960. 159 pp. $3. In London, Elizabeth Garrett became acquainted with the American Elizabeth Blackwell, the first woman to qualify as a medical practitioner. Dr. Blackwell had given a series of lectures on the subject "Medicine as a Profession for Ladies." Elizabeth Garrett's admiration was aroused by the fact that Dr. Blackwell had fought, against great odds, for equal opportunities for women. At the time, she had not decided what her own career was to be. But when the famous doctor took it for granted that this eager young woman would follow in her footsteps, saying, "I'm sure you will succeed as a physician," the die was cast.

MATTHIAS, A. J.; ESLES SMITH, SR.; AND ROBERT J. VOLLAND. *How To Design and Install Plumbing.* Chicago 37: American Technical Society, 848 East Fifty-Eighth Street. 1960. 456 pp. $4.95. The revised, fourth

edition of this comprehensive guide incorporates the latest developments of the plumbing trade. New designs, new materials, and up-to-date work practices are all part of this new edition and assure that it will continue to maintain its leadership in the plumbing field. Comments of plumbers and educators have been incorporated to effect changes designed to improve the quality and usefulness of the book.

The organization of the book and its easily understood explanations do much to eliminate guesswork in planning and constructing plumbing installations. Substantial treatment is given to such specific problems as those connected with automatic systems, rural water systems, and water softening systems.

Another feature of this revised edition is the illustrative example which covers the complete design and installation of plumbing in a modern, six-room, two-bath residence. Included are complete specifications and a set of eight blueprints.

MAYALL, R. N. AND M. W. *A Beginner's Guide to the Skies*. New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 184 pp. $2.50. This book is intended to help the interested novice become better acquainted with the night sky; to help him become conversant with what is going on in that sky; and, perhaps, to incite him to endeavor to learn more about that part of our universe of which we know so much and yet so little.

McCAIG, ROBERT. *Drowned Man's Lode*. New York 11: The MacMillan Co., 60 Fifth Avenue. 1960. 178 pp. $2.95. Mike Kendall was a big man in mining circles, but his brother Morley was a bigger man. It was something like jealousy that drove Mike to Blue Grouse to drain the valuable and dangerous Castle Lode. It was a big job—too big a job for a man if he once made a mistake and was still afraid.

McCORMICK, WILFRED. *The Automatic Strike*. New York 18: David McKay Co., 119 West 40th Street. 1960. 173 pp. $3. Here is high-school baseball, full of suspense and the unexpected. Once again, Coach Ricky McCune finds himself and his team threatened by problems more serious than championship play or pressure from the town council.

McCOY, ROBERT. *Practical Photography*. Bloomington, Illinois: McKnight & McKnight Publishing Co., U.S. Rte. 66 at Towanda Avenue. 1959. (December). 291 pp. $4. (6" x 9"). This book is written as a nontechnical guide for the beginner, bringing together in one volume the essential information necessary to take and make good pictures. This book includes detailed presentations of twenty practical laboratory experiments in photography to help give actual experience necessary to train the beginner in the various phases of photography. Liberally sprinkled throughout the book are illustrations of good photography, demonstrating certain techniques of composition, exposure, development, printing, *etc*. These illustrations will serve not only as examples, but also as inspiration to every reader. The author has shown an unusual gift for reducing the tricks of composition, balance, and rhythm to understandable terms. The principles of art photography and color photography are covered in such a manner that they are very easily adapted for use by the beginner.

McCREADY, A. L. *Railroads in the Days of Steam*. New York 20: Golden Press, 630 Fifth Avenue. 1960. 153 pp. $3.79. The advent of the steam engine was not taken seriously until the sturdy locomotive Tom Thumb proved its worth (but lost its race) against a horse-drawn carriage in 1830. From then on the problems, frustrations and excitement of building America's railroads involved the entire nation—trainmen, Indians, railroad millionaires,

outlaws, and the general public. The book concludes with the coming of the diesel engine, and the end of the Golden Days of American steam railroading. There are over 170 illustrations (64 in full color) supplementing the text. Almost all pictorial material is from the period. Previously unpublished old posters showing the enormous part railroads played in the westward expansion, cartoons, prints of famous early locomotives, Currier and Ives lithographs, technical drawings, and a two-page spread of steam locomotive profiles are included.

McKINNEY, ROLAND. *Famous French Painters.* New York 16: Dodd, Mead & Co., 432 Fourth Avenue. 1960. 157 pp. $3. A pointed panorama of the manner of living and working and the inspired accomplishments of the French artists who, in the writer's opinion, contributed most to the advancement of French painting. This begins with a short historical survey of previous art development in France which had its effect on these artists. Roland McKinney understandingly gives the reasons why French painters always make a lively and provocative subject. In addition, he reveals, in a helpfully constructive fashion, each artist's particular method of painting so that the reader will understand and appreciate that artist's approach.

McNICOL, J. M. *Elizabeth for Lincoln.* New York 18: Longmans, Green & Co., Inc., 119 West 40th Street. 1960. 121 pp. $2.50. Shy, tomboy Elizabeth avoids sewing. Then, the distinguished stranger with the torn sleeve arrives at her Illinois farm home. He is working for Lincoln's election—but only Elizabeth's needle can help him. The sleeve is mended so well, she is invited to enjoy a ride to Springfield, where even now the votes are being tallied. Who will win?

MILLER, H. L. *First Plays for Children.* Boston 16: Plays, Inc., 8 Arlington Street. 1960. 304 pp. $4. This is a collection of 26 short, royalty-free plays for use in schools, libraries, clubs, *etc.* It is a book designed to provide dramatic material for the youngest age groups to enjoy and to produce successfully.

MILLION, E. G. *Your Faith and Your Life Work.* New York 27: Friendship Press, 475 Riverside Drive. 1960. 80 pp. $1. A book written to aid youth in choosing work in the church.

MONTROSS, LYNN. *War Through the Ages.* New York 16: Harper & Brothers, 49 E. 33rd Street. 1960. 1077 pp. $10. This book is unique—the stirring story of war in all its phases from 490 B.C. to our own day. Since its first appearance fifteen years ago, it has become a classic, a storehouse of military lore for the specialist and layman alike.

The present edition is thoroughly revised and greatly enlarged. The World War II chapters have been rewritten to make use of sources not available earlier, particularly German and Japanese documents and memoirs. Completely new material has been added, covering more recent events such as the cold war between the Communist states and Western nations, the shooting war in Korea, and the Lebanon intervention. There is a full chronological table as well as a full bibliography of sources in chronological order, and new diagrams and maps make a total of nearly 140 illustrations.

MOON, T. J.; J. H. OTTO; AND ALBERT TOWLE. *Modern Biology.* New York 17: Holt, Rinehart and Winston, Inc., 383 Madison Avenue. 1960. 768 pp. $5.48. The importance of biology as a high-school science has increased vastly in this day of greater emphasis on science, and schools are urged to stress even more fully the scientific aspects of biology. In line with this increased science emphasis, the authors have presented a more complete

and understandable treatment of many of the units and chapters in the 1960 *Modern Biology*. Some of the adjustments made to meet this current need include: the most recent concepts of the physical and chemical nature of protoplasm and its activities, a more adequate discussion of algae, a more thorough study of invertebrates and the principles involved in their progressive development, a more complete presentation of genetic principles, problems of radiation and space biology, and the biological uses of isotopes.

To assist the teacher in selecting study areas that may be omitted, specific suggestions are made in the *Teacher's Manual*. Materials considered optional by the authors are indicated under appropriate chapter titles by giving actual pages to be omitted or by stating that the entire chapter is optional.

MOORE, LAMONT. *The First Book of Paintings*. New York 22: Franklin Watts, Inc., 575 Lexington Avenue. 1960. 69 pp. $1.95. In this book the author discusses the elements and principles simply and vividly, and illustrates their use with a variety of paintings, many of them world famous.

MOORE, M. F. *Your Own Room: The Interior Decorating Guide for Girls*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 80 pp. $2.95. The basic how-to of interior decorating, including advice on color combinations, furniture styles, window dressing, making the most of limited space . . . and designing a room to fit one's own personality. Includes diagrams, floor layouts, black-and-white illustrations, plus sixteen pages in full color. Written in a light, breezy style by a well-known teen-magazine columnist, this book helps the reader plan her own room now, and also provides a fine background for the time when Miss will become Mrs. and has to decorate a full home.

MOOS, MALCOLM, AND STEPHEN HESS. *Hats in the Ring*. New York 22: Random House, Inc., 457 Madison Avenue. 1960. 194 pp. $3.50. This is an account of American political conventions—backstage and on stage, from 1832 to 1960. Behind the passionate pageant of the American political convention is the long, winding, twisting story of how America selects her presidents. *Hats in the Ring* is built upon this unfolding drama. It takes the reader backstage into the densest cigar smoke of the caucus room and through the snowdrifts of New Hampshire where every fourth year the "open season" begins with the first presidential primary. Here is something of the men who made our presidential nominating system what it is; and of those who also ran; of the "men behind the men"—the Kingmakers; of the changes that 128 years have wrought and of the institutions that have resisted time and change.

MORITZ, CHARLES, editor. *Current Biography Yearbook*. New York 52: The H. W. Wilson Co., 950 University Avenue. 1960. 543 pp. $6. The history of these past two decades has been reflected in the lives of the celebrities in its pages; now as the world enters the space age of rocketry and missiles, an increasing number of names of physicists appears in the book. The international scene is represented in the current volume by Presidents, Prime Ministers, Ambassadors, and Foreign Ministers, the domestic by United States Senators and Representatives, Governors, and officials in the executive and judicial branches of the American government. In all, there are 295 biographical sketches of newsworthy personalities from 41 professional fields as diverse as Dance and Technology.

MORRISON, T. F.; F. D. CORNETT; AND J. E. TETHER. *Human Physiology*. New York 17: Henry Holt and Company, 383 Madison Avenue. 1959. 416 pp. $5.40. This book, created for students in high school, in junior

colleges, and nursing schools, provides the framework and the substance for an introductory course in human physiology. All terms are defined; all concepts are explained. There is a thorough coverage of the "systems" of the body, with emphasis on their functions and interrelations. Included are regular vocabulary drill to build understanding of the language of physiology, end-of-chapter questions and projects that stimulate creative thought and test students' grasp of basic principles, graphic illustration to show location, structure, and functions of important organs.

MOSCATI, SABATINO. *Ancient Semitic Civilizations*. New York 16: G. P. Putnam's Sons. 1957. 254 pp. $1.65. This is the story of the Semitic languages and the people who spoke them. It sets forth the essential outline of their forms of civilization and of their distinctive common traits. The author restricts his writing to the outstanding elements, to the more characteristic aspects of their life and thoughts or what may be called classical period of Semitic civilizations.

MOTZ, LLOYD. *This Is Outer Space*. New York 19: Archer House, 1776 Broadway. 1960. 199 pp. $4.95. This book probes through the tremendous distances of extra-galactic space out beyond the inconceivably remote Hydra cluster, 800,000,000 light years away, to yet unnamed islands of matter. We learn of what stars are made, how they come into being, how big they are, and we sit with the astrophysicist in his laboratory as he theoretically "constructs" a star. The author then introduces us to the basic features of Einstein's theory of relativity—the *sine qua non* of creative physics—and the Einsteinian universe as opposed to the classic Euclidean, or three-dimensional, universe. The most recent concepts of atomic structure and their application to the fundamental attributes of matter—heat, temperature, and entropy—clarify such fascinating theories of cosmic history as the expanding, or explosion, universe and the steady-state universe.

All this is explained in such every-day terms as the yardstick, the railroad, and the elevator to make clear to the reader just what is behind the mysterious equations and symbols that represent the twentieth century's highest intellectual achievement.

MULLIN, WILLARD, AND HERBERT KAMM, editor. *The Junior Illustrated Encyclopedia of Sports*. Indianapolis 7: The Bobbs-Merrill Co., 730 N. Meridian Street. 1960. 384 pp. $3.95. Here is the history of eight sports, the accomplishments of great players and accounts of famous games. Included are statistics—record winners, scores and players—ready reference to settle arguments about batting championships, track speeds, cup winners, weight classifications, touchdown records, and other questions that come up whenever young sports fans get together.

MURRAY, L. S. *Effective Living: An Interdisciplinary Approach*. New York 16: Harper & Brothers, 49 E. 33rd Street. 1960. 287 pp. $3.75. Designed for college freshmen, this useful workbook aims—*via* text, carefully-worked-out bibliographies—to provide the student with definite tools of self-discovery so that he is able to adapt to the demands of college. The book endeavors to give students a sense of security based on self-understanding and awareness of their needs, abilities, and potentialities.

MUSSELMAN, V. A., AND J. M. HANNA. *Teaching Bookkeeping and Accounting*. New York 36: Gregg Publishing Co., 330 W. 42nd Street. 1960. 376 pp. $6. The book covers the entire accounting cycle and the full range of teaching problems on a very practical, down-to-cases level. For beginners,

the authors have singled out typical teaching difficulties and have presented specific remedies that really work. For the more experienced teacher, the authors offer new ideas for course improvement and enrichment.

This book contains many excellent illustrations and examples of entries, forms, and classroom procedures. These illustrations will give the teacher confidence—chances are that he will use them in class to drive the lesson home with maximum impact. In fact, most teachers will want to keep this text in the classroom, because it contains so many to-the-point answers and workable ideas. The authors never allow the reader to become so overspecialized or subject-centered that he overlooks vital subject interrelationships.

NEAL, H. E. *Communication from Stone Age to Space Age.* New York 18: Julian Messner, Inc., 8 W. 40th Street. 1960. 192 pp. $3.50. This fascinating book explores the whole story of man's endless search for better ways of communication, from his first attempts at speech to the plans now under way to bounce electronic signals off artificial satellites in outer space.

NILAND, D'ARCY, editor. *Be Your Own.* Great Neck, New York: Barron's Educational Series, Inc., 343 Great Neck Road. 1959. 128 pp. This is a manual for young and inexperienced writers—those interested in writing to sell their works.

1960 World Book Encyclopedia. Chicago 54: Field Enterprises Educational Corporation, Merchandise Mart Plaza. 1960. 20 Volumes; 11,720 pp.; J. Morris Jones, Editor in Chief; D. C. Whitney, Managing Editor; and Dr. W. H. Nault, Director of Research.

This 1960 *World Book* contains completely revised and enlarged articles (260 major articles) on each of the 50 states of the United States and the 10 provinces of Canada. This major revision includes such features as an entirely new program of more than 1,775 maps; more than 1,000 more pages than the previous edition; more than 21,000 interesting and informative pictures, diagrams, and charts (with more than 4,000 of them in color); more than 10,000 new or revised articles; more than 5,000 new or completely revised biographies; all cross references checked and brought up to date; 4,000 articles completely re-illustrated; new transvision illustrations; completely revised reading and study guide; every printing plate remade; and new, beautiful binding designs.

This 20 volume set of more than 11,000 pages is the product of years of research by literally thousands of persons. These people included a large staff of experienced editors and artists, research specialists, and more than 2,500 contributors in all fields of knowledge. The material contained therein has been tested in selected school systems throughout the United States. Of basic importance to the reader in achieving maximum ease of use is the manner in which an encyclopedia organizes and presents its subject matter. *The World Book* is so planned as to make it possible for the user to find quickly the information for which he is looking. This is achieved through the aid of a single alphabetical arrangement, an extensive system of cross references, well-organized articles, and the grouping of subjects with the same initial letter in one volume.

All topics from A through Z are arranged in a single alphabetical arrangement. The space given to each topic varies according to the nature and importance of the subject. Thousands of cross references are included as a part of this single alphabet. Their function is to guide the reader to a subject or to some information that may be a part of some other article, or that may appear as an alternate title. *See* and *See Also* cross references are often in-

cluded in the articles. When necessary, *Related Articles* are listed at the end of articles to guide the reader to still other information.

Grouping subjects beginning with the same letter in the same volume promotes ease of use. For example, articles beginning with the letter A are in the A volume, those beginning with B and C in the volumes marked with those letters. Individual articles are arranged in alphabetical order, word by word; for example, *Arab League* precedes *Arabia,* and *New England* appears before *Newark.*

In the writing of the article, special attention is given to vocabulary, to length of sentences, and to clarity of concepts. In the case of long articles, the simple and more easily understood information is given at the beginning, while the more difficult, complex, and specialized is presented later—thus making it possible to care for a wide range in reading ability. Photographs, chart, diagrams, idea drawings, maps, historical prints, color, *etc.*—all add to ease in understanding what is read. Other features which add to the merit of this set include: thousands of cross references sprinkled through the volumes to make it easy for the reader to locate information which he is seeking; related articles listed at the end of articles to encourage readers to broaden and deepen their knowledge by pointing the way to other articles which treat other phases of the subjects; center heads and side heads in black type in the case of long articles to give the reader a broad understanding of the content and organization of the material; a pronunciation guide for difficult or unusual words; and study aids, specifically designed for use of students, teachers, and adults, designed to extend the reader's horizon of knowledge. These study aids include bibliographies, outlines, and questions.

Volume 20 is a *Reading and Study Guide.* This volume classifies the information in the other 19 volumes into 44 major areas of knowledge. This volume is a practical aid to young people in their school work, a study aid for adults, and a working book for librarians. In order to make the fullest use of the information in the 19 volumes, guidance is given in the introduction of volume 20.

In order to keep owners of the set up to date and abreast of world events, an *Annual Supplement* is published each year for $1.75 per copy. The outstanding events of the preceding year are reviewed in articles arranged in the same alphabetical order and style of these volumes.

NORTH, H. R., AND ALDEN HATCH. *The Circus Kings.* Garden City, New York: Doubleday & Company, Inc. 1960. 383 pp. $4.95. This is the story of a lusty, gusty American family who achieved the peak of the entertainment world and, in so doing, gave America a beloved national institution—the circus. Here we see the seven Ringling brothers in all their outrageous magnificence. They were imaginative, daring, and when it came to money they gambled and succeeded in owning virtually all their rivals. Having made their great fortunes, they lived in sultanic splendor amid palaces, yachts, and great art.

O'DANIEL, J. W. *The Nation That Refused To Starve.* New York 16: Coward-McCann, Inc., 210 Madison Avenue. 1960. 121 pp. $2.75. The country had been divided in two—with its northern half taken over by Communists. The new Southern Republic was cut off from northern industries. Its agriculture was dead. In 14 years of revolution, civil and foreign wars, its rich rice farms had been overgrown by the jungle while the farmers fought. Many were hungry and homeless. Meanwhile, refugees from the Communist

North poured in. "Let them come," said the Republic's first president. With help from the United States and the United Nations, the president, his people, and the refugees met a triple threat together. They licked starvation, Communist aggression and the defiance of lawless guerrillas. They put the prophets of doom to shame.

OLDFIELD, R. L. *Radio-Television and Basic Electronics*. Chicago 37: American Technical Society, 848 East Fifty-Eighth Street. 1960. 414 pp. In treating the functioning of electronic equipment, the description traces the actual sequence of events, so that the reader can follow exactly what takes place. This learner-oriented method is used throughout the book in describing what takes place in a particular unit of equipment.

The differences between nonophonic and stereophonic high fidelity systems are fully discussed, and advice is offered on the selection of monophonic equipment which can later be converted into a stereophonic system. Transmission and reception of both monochrome and color television is fully covered. The final chapter on semi-conductor electronics treats both semi-conductor diodes and transistors in a simple, yet comprehensive manner, discussing typical circuit configurations.

ORBAAN, ALBERT. *With Banners Flying*. New York 36: The John Day Co., 62 W. 45th Street. 1960. 191 pp. $3.75. Pulses quicken when one reads of stirring battles, and especially those of bygone days when banners flew, trumpets blared, horse and foot soldiers wore colorful uniforms, and great captains fought each other in person on the field of battle. In some respects, Waterloo in 1815 was the last of the great battles in which cavalry played a major role, and it is Waterloo that provides the climax to the series of accounts in *With Banners Flying*.

OTTO, J. H.; C. J. JULIAN; AND J. E. TETHER. *Modern Health*. New York 17: Holt, Rinehart and Winston, Inc., 383 Madison Avenue. 1959. 544 pp. $4.96. The authors have kept in mind four aims for teaching health: (1) to present sufficient anatomy for the student to understand the basic structure of his body, and enough physiology to understand its functions; (2) to give the student a useful basic knowledge of organic and functional disease; (3) to provide practical information relating to the prevention of disease; and (4) to improve the student's health and his attitudes toward it.

Modern Health is suited to either a one-semester or a full-year course in health and safety, offered at any level in the high-school curriculum. Interests and problems of teenagers have been given special emphasis in the selection and sequence of the content. The scope is sufficiently broad to allow the teacher considerable freedom in the selection of material best suited to the needs, interests, and background of any particular group. The content of this textbook may be integrated with other courses according to the health education plan or curriculum of any school, system, or state.

Teaching and learning aids at the end of each chapter are divided into four sections. *Words at Work* combine terms and meanings as a way of building a functional vocabulary of health terms. The *Quick Quiz* makes use of various types of testing procedures, but students may use this section in evaluating their specific understanding of the chapter content. *Questions for Discussion* represent questions requiring thought and diagnosis. *Projects for Enrichment* offer an opportunity for further investigation of health problems involving library, laboratory, and field techniques. They may be used for class projects, for group work, or as outside activities for extra credit.

PARKINSON, C. N. *The Law and the Profits.* Boston 7: Houghton Mifflin Co., 2 Park Street. 1960. 246 pp. $3.50. When Parkinson's Law was revealed to the world, business executives and bureaucrats everywhere had the chastening but stimulating experience of facing the facts of organizational life. Now further contemplation has led Professor Parkinson to consider other consequences of the inevitable and fruitless growth of organizations. This time, the armies of now enlighted executives will have the pleasure of seeing Parkinson's deadly wit directed to their defense, for his theme in this book is taxation.

PEI, MARIO. *The Story of Language.* New York 22: New American Library, 501 Madison Avenue. 1960. 432 pp. $.75. The author discusses the formation and development of language from the dawn of history to the mid-twentieth century.

PERLA, LEO. *Can We End the Cold War?* New York 11: The MacMillan Co., 60 Fifth Avenue. 1960. 251 pp. $4.50. The author maintains that, as a direct result of practicing international relations under double standards of morality, we have lost the moral leadership of the world. The doctrine of "my country right or wrong," rational or irrational, the acceptance of double standards in interest, says Mr. Perla, but today have become the direct and swift road to nuclear war. In his opinion we can never regain our moral leadership unless and until we transform our foreign policy so that it reflects rationally acceptable, universally recognized moral principles. He advocates bold action and emphasizes the point that it is our obligation, regardless of what the Russians do, to take first steps, to blaze a new trail in foreign affairs and set the example. Mr. Perla offers cogent suggestions toward this end and toward further understanding between this country and the Soviet Union. He envisages a courageous break with the spirit of traditional diplomacy and names an incisive case for his point of view.

PETRONIUS, Trans. by WILLIAM ARROWSMITH. *The Satyricon.* New York 22: New American Library, 501 Madison Avenue. 1960. 192 pp. $.50. Three essays that explore a critical world problem, the birth rate which continues to rise in a world already crowded with people.

PITT, G. A. *The Twenty Minute Lifetime.* New York 11: Prentice-Hall, Inc., 70 Fifth Avenue. 1960. 192 pp. $2.95. One of the greatest losses of human resources in the United States result from the fumbling process by which all too many college graduates determine their careers. As a result, they may lose five or more valuable years drifting from one job to another. This book should prove helpful to high-school seniors, college students, and recent graduates.

POLLOCK, T. C.; J. P. MILLIGAN; AND R. L. LOUGHLIN. *Teacher's Manual for Thoughts and Expression.* New York 11: The MacMillan Co., 60 Fifth Avenue. 1960. Manual 128 pp.; 448 pp. 576 pp. This is a teacher's annotated edition of the regular text of which 128 pages comprises the teacher's manual; and 448 pages, the regular text. In other words, this book provides a unified teaching pattern for every lesson and the teacher's manual, the textbook itself, and a system of annotations. The teacher's manual contains useful background information and references, suggestions for teaching, skill charts and chapter tests suggested and activities in addition to those in the textbook itself. The textbook is bound with the manual section for easy and efficient reference. Both the textbook and the manual contains a system of marginal notations printed in red. This innovative idea gives the teacher timely hints

on the pages under study by the pupils; it forms a link between the references of the manual and those of the text; it calls the teacher's attention to special opportunities for questions; and it also gives answers adjacent to the exercise material in the textbook and, wherever necessary, in the manual.

The textbook, for use in the junior high school, is one in the series for grades two through twelve. This textbook as the others in the series is designed to help the pupil develop habits of clear thinking, exact understanding, attention and listening, and effective expression in speech and writing. The text is organized under the following 20 chapters in the order listed: Parts of Speech; Talking with People; The Simple Sentence; Clubs and Parliamentary Procedure; Noun and Pronoun Usage; The Uses of Spoken Language; Verb Usage; Effective Writing; Adjective and Adverb Usage; Reading, Studying, and Using Books; Compound and Complex Sentences; Writing Friendly Letters; Punctuation and Capitalization; Business Writing; Effective Speaking; Preparing Reports; Good Paragraphs; Word Study; Effective Sentences; Entertainment: Stop, Look, and Listen.

PRATT, J. L. *Sport, Sport, Sport*. New York 22: Franklin Watts, Inc., 575 Lexington Avenue. 1960. 212 pp. $2.95. Great athletes are not only great performers, they are great human beings as well. Whatever their individual sport—baseball, golf, tennis, football, boxing—the fans who respect and admire these athletes would like to know them better. The author, one of America's foremost authorities on sports writing, provides this opportunity. He has selected here a lively roundup of some of the best available writing on several of the most outstanding sports figures of our times.

PRICE, R. G.; V. MUSSELMAN; AND WEEKS. *Student Activity Guide for General Business for Everyday Living*, second edition, Part I. New York 36: Gregg Publishing Co., 330 W. 42 NE Street. 1960. 158 pp. (8½" x 11"). This is Part I and contains Units 1-6. Included are forms, exercises, and projects for the beginning students taking business related courses in high school.

QUENNELL, MARJORIE AND C. H. B. *Everyday Life in Roman and Anglo-Saxon Times*. New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 236 pp. $3.50. We learn of the times in terms of the people who lived in them—what they wore, how their houses were built, how they amused themselves and what they did for a living.

The text of this new edition has been thoroughly revised by archaeologists specializing in the many centuries covered by the book. It is now not only in accordance with the results of modern research, it also incorporates the fresh discoveries of the last few decades. The illustrations include many new and striking photographs as well as the drawings of Marjorie Quennell which are little masterpieces of charm and precise detail.

QUILLER-COUCH, SIR ARTHUR, AND J. D. WILSON, editor. *Cymbeline*. New York 22: Cambridge University Press, 32 E. 57th Street. 1960. 246 pp. $3.50. *The New Shakespeare* (as it is commonly called) began to appear in 1921 with *The Tempest*, edited by the joint editors of the whole project. Since then the work has gone steadily forward. It offers, in a set of portable and attractive volumes (the original designer was the great American typographer Bruce Rogers) a text of the plays which takes account of the scholarship of the twentieth century—in which Dr. Dover Wilson was a pioneer. There are very full notes, introductions by the editors, a stage history for each play, and a most valuable glossary.

RACHLIS, EUGENE. *Indians of the Plains.* New York 20: Golden Press, Inc., 630 Fifth Avenue. 1960. 152 pp. $3.75. From the prehistoric Indian of the American prairie to the Sioux uprisings in 1890, this is the story of the Plains Indians—where they came from, how they lived before the white man, and what happened to them when the wave of settlers came in to cultivate and live on the lands the Indian had roamed for centuries.

Over 200 Illustrations—lithographs, engravings, water colors, and oils—supplement the 30,000 words of text. The pictures include 63 full-color reproductions of the great Indian paintings by Catlin, Bodmer, Miller, Kane and Remington. Pictures of Indian tools and costumes are also shown. Three maps show tribal areas, trails westward, and the great battlegrounds. Scattered throughout the book are fifteen two-page descriptions of particular aspects in the life of the Plains Indian—Tribal Law, Sign Language and Picture Writing, Indian Sports and Pastimes, *etc.*

REINHOLD, MEYER. *Teenage Summer Guide.* Great Neck, New York: Barron's Educational Series, Inc., 343 Great Neck Road. 1960. 156 pp. (8¼" x 10¾"). $1.50 Paper. This book is a comprehensive survey of every type of summer activity available to teenagers from 12 to 18. It has the cooperation and support of numerous individuals as well as social and religious organizations experienced in teenage summer activities. The Guide offers a wide range of challenging and constructive chapters, such as: Supervised Travel Tours in the United States, Canada, Mexico, the Carribbean, Hawaii, Alaska, Europe, Israel; Foreign Camps and Study; Special Interest Camps for Fun and Practice in the Arts, Music, Science, Theater, Dance, Sports, Sailing and Naval Training, Languages, Riding, Ranching; Rugged Canoe and Wilderness Trips; Community Work Camps and Service Projects; Summer Jobs.

The author devotes a section to segregating activities by costs, starting with those that are free or remunerative! The cost list then starts with programs from $1 to $199, and advances in mutiples of $100 to the fancy reaches of $2,000.

REITLINGER, GERALD. *The House Built on Sand.* New York 22: The Viking Press, 625 Madison Avenue. 1960. 459 pp. $6.95. Hitler's decision to invade Russia constitutes one of the turning points of history as well as one of the great historical mysteries. No reasonable explanation can be given for this act of folly which, by its consequences, transformed Russia from a timid Asiatic country into a world power. If explanations are wanting, Hitler's plans and motives can be studied. They reveal the inherent contradictions that split his advisers into hostile camps and precipitated the collapse of his prodigious project. From sources never used before, including the mass of unsorted documents produced at Nuremberg, Gerald Reitlinger has written the first detailed inside account of the Russian venture.

RIVET, PAUL. *Maya Cities.* New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 234 pp. $5.95. This book brings vividly to life the civilization of these ancient people, their language, environment and way of life. The author has collected a remarkably fine series of illustrations to illuminate a lucid and imaginative text, and has some interesting observations to make on the evidence for survival of this distinctive culture in certain isolated regions of Central America. Anyone who has the good fortune to visit the sites would find this book a useful and attractive source of information; but it also has plenty to interest and intrigue the armchair reader.

ROBERTS, M. D. *The Hurricane Mystery.* New York 18: Ives Washburn, Inc., 119 West 40th Street. 1960. 114 pp. $2.75. Two big mysteries confront twelve-year-old Biff Stevens just before he leaves his home on St. Croix in the Virgin Islands for school in the United States. First, there is the matter of "jumbies," the local name for ghosts—are there really such things? Second, what has happened to a family treasure, which is supposed to be buried on the little island called Stevens Key off St. Croix?

ROMAN, JEAN. *Paris Fin De Siegle.* New York 21: Arts, Inc., 667 Madison Avenue. 1960. $6.50. We are in the work of Stieglitz, of Atget the street photographer, of Degas, Lautrec, the impressionists, and Art Nouveau. It is the days of the horse and buggy, the 1897 Salon, the World's Fair of 1900, Sarah Bernhardt, and beauty queen Anna Held; days when frills and furbelows and the sugar-candy style were everywhere, when the City of Light still depended on candles and was first benefitting from electricity; when the Dreyfus Affair divided the country, and Czar Nicholas and King Edward VII both came to visit within three years of each other.

ROSMUSSEN, A. H. *Sea Fever.* New York 22: Hastings House, Publishers, Inc., 151 E. 50th Street. 1960. 158 pp. This is a story of the sea, sailors, shipwreck, trade, *etc.*

SCARBOROUGH, C. C., AND G. W. SCHNEIDER. *Fruit Growing.* Englewood Cliffs, New Jersey: Prentice-Hall. 1960. 317 pp. $5.20. The book is divided into two parts. In Part I consideration is given to why and how certain factors affect plant growth and fruit development. Botany and physiology of fruit crops, as well as flower bud formation, pollination, and fruit set, are clearly explained. Other principles underlying plant growth and fruit development, such as fruit quality and factors affecting it, are considered. Each major fruit crop is discussed in Part II. Special consideration is given to the basic problems involved in producing each of these crops.

To aid further in the understanding of the book, special features are used. At the end of each chapter are questions for self-examination and suggestions for further reading and study. At the end of the book is a glossary which lists in precise language the meanings of words and terms needing further explanation.

SCHIERBEEK, A. *Measuring the Invisible World.* New York 16: Abelard-Schuman, Limited, 404 Fourth Avenue. 1959. 223 pp. $5. Science had its Golden Age in Holland in the seventeenth century, flowering in the milieu of affluence and achievement which had followed the foundation of the Dutch Republic in the century before. This efflorescence is exemplified above all in the Dutch school of microscopists, of which Antoni van Leeuwenhoek was undoubtedly the greatest.

Leeuwenhoek was born at Delft in 1632 and he died there in his ninetieth year. In his scientific work, Leeuwenhoek undertook the first major exploration of the microscopic world. Finding that single lenses of very short focus gave a less distorted magnification than the compound microscopes then in use, he employed his single-lens microscope to make a number of important discoveries. Extending earlier work on the capillaries, he discovered the red blood cells in 1674, first in the frog, and then in man and a number of other animal species.

SCHUSSLER, EILEEN AND RAYMOND. *Starbound, the Story of Rocketry.* New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 160 pp. $2.95. The past, the present, and the future of rocketry and the space

age are all encompassed in Starbound. For readers who believe that rockets and the concept of space travel are as modern as tomorrow, this book will be full of surprises.

SCOGGIN, M. C. *Escapes and Rescues*. New York 22: Alfred A. Knopf, Inc., 501 Madison Avenue. 1960. 241 pp. $3. These are true stories, in peace and war, of men who are trapped and must find a way out. Only luck, determination, and clear thinking can save them. The reader will be captured by the excitement, for each story must be read to the end before it can be put down.

SEVERN, BILL. *Rope Roundup*. New York 18: David McKay Co., 119 West 40th Street. 1960. 237 pp. $3.95. From the days of the ancient Chinese cable makers to the rope spinners of America's Plymouth Colony and the miracle fibers of today's scientists, rope has been a vital part of man's work and play. Here is the whole fascinating story, including the legends, lore, and history of rope. The story is also a pageant of the adventurers who used rope to bridge Inca canyons, to pull railroads over mountains, to drill for oil; the mariners whose skill with rope helped sail clipper ships over the Seven Seas and to man privateers and whaleboats; the cowboys who tamed the pioneer West with their lariats.

SHAPIRO, M. J. *The Willie Mays Story*. New York 18: Julian Messner, Inc., 8 W. 40th Street. 1960. 192 pp. $2.95. Willie Mays was barely one year old and already his grandfather was rolling a rubber ball to him, exclaiming that he fielded it like Tris Speaker. Baseball was a tradition in the Mays' family. Willie's grandfather had been an amateur pitcher and his father a semi-pro outfielder, and so when Willie was born on May 6, 1931, in Birmingham, Alabama, his career was laid out for him.

SHEA, J. J. *It's All in the Game*. New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 284 pp. $4. Milton Bradley was an extraordinary, fascinating nineteenth-century American who left his imprint on the games we play today and on our modern educational system. Yankee thinker and tinkerer, a rare species of jolly Puritan, he founded a fabulous company which has made unique contributions to the nation's schools and leisure-time activities. *It's All in the Game* is the exciting story of Bradley and his company to the present day.

SHIELDS, RITA. *Norah and the Cable Car*. New York 18: Longmans, Green & Co., Inc., 119 West 40th Street. 1960. 150 pp. $2.75. It is St. Patrick's Day, 1873, in Norah's beautiful San Francisco, and she is hoping to win the step-dancing contest this time. A lock of her hair will then occupy the coveted place in grandpa's gold watch, opposite her mother's. Her twin brothers, lamplighter Hugh and quiet James, are as anxious as she. But this day dawns misty and though the street lamp she calls Hugh's light pierces the gray, a year is presaged during which much troubles Norah's affectionate heart. Grandpa has driven the horse car, behind proud Rory and earnest Tim, these many years. But Hugh believes in the cable car and hopes it will run. What does Norah want? She wants everything the way it once was in the close family circle.

SHUTE, NEVILE. *Trustee from the Toolroom*. New York 16: William Morrow Co., 425 North Avenue. 1960. 311 pp. $3.95. This story about a good man was selected by the Book-of-the-Month Club shortly before Nevil Shute's death. According to Clifton Fadiman, it is "an adventure story full of the neatest twists and turns, certain to entertain not only the lover of a good

yarn but the more reflective reader as well." The hero is a modest, middle-aged engineering genius who becomes involved, against his better judgment, in an exciting quest for a missing fortune.

SIMON, C. M. *The Sun and the Birch*. New York 10: E. P. Dutton and Company, 300 Park Avenue South. 1960. 192 pp. $3.50. This story of Japan's Crown Prince Akihito and his bride, Michiko Shoda, is more than a biography in the usual sense. Constrasting East and West, past and present, legend and fact, the author, working closely with Japan's Imperial Household, has created a poetically varied tapestry against which the central characters gain depth and reality until they emerge as warmly human young people. It is not only a sensitive, accurate picture of a culture and a people, but a haunting love story, the more touchingly poignant in its implications because of the blending of formality and stylized tradition with eager, youthful emotions.

Sports Illustrated. Philadelphia 5: J. B. Lippincott Co., E. Washington Square. 1960. 90 pp. $2.75. Here is your complete illustrated pocket coach, with basic instruction from stars of the major leagues and illustrations that put the teaching expert at your elbows.

STACKPOLE, E. J., AND W. S. NYE. *The Battle of Gettysburg . . . A Guided Tour*. Harrisburg, Pennsylvania: The Stackpole Company, Telegraph Press Bldg., Cameron and Kelker Streets. 1960. 96 pp. $1. Part I, *The Tour Guide*, takes you to 22 viewing points in turn, showing you where the action took place—as the battle developed. The full tour will cover 55 miles, requiring from 3½ to 4 hours. Or you may shorten this by 38 miles and 1½ hours, as explained in the Guide. A map shows you the routes you will follow and the points at which you will stop along the way.

Part II, *Narrative of the Battle*, is a brief, but clear and authoritative account of the entire engagement. It is supplemented by simplified maps which portray the action chronologically. On-the-spot drawings and photographs help you to visualize what happened. Some of these have never before been published. In this part are references to the viewing points to which you are guided in Part I.

Part III, *Organization, Strengths, and Losses*, consists of tables listing the units and their commanders down to include divisions, the strengths of the corps, and the casualties suffered by divisions and corps.

STAMBLER, IRWIN. *Find a Career in Aviation*. New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 160 pp. $2.75. Not everybody in the aviation industry is or wants to be a pilot. This book lists all the hundreds of different occupations—both on the ground and in the air—and helps the reader to decide how and where his particular skills and interests will fit best and bring him the maximum of personal and professional reward. Jobs are listed here that the young reader may hear about for the first time, and he will learn that he can start to prepare himself for any of them even in the upper grades of grammar school.

STARRETT, R. S., *Find a Career in Medicine*. New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 160 pp. $2.75. Every young person thinking about a future in medicine will find this authoritative and thoughtful guide an invaluable aid in choosing—or not choosing—a career in this field. In a fascinating and highly readable style, the author candidly tells of the long training, hard work, and high level of achievement expected of anyone who hopes to meet the rigid standards of the medical profession.

STEINBERG, ALFRED. *Admiral Richard E. Byrd.* New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 128 pp. $2.50. As this new biography of Byrd makes clear, there are several reasons why he is the most famous of the Antarctic explorers. One was his sheer pluckiness. There are many anecdotes in this book demonstrating that even as a boy, Byrd did not know the meaning of the word fear. Another reason was the calm which never deserted him. He coolly analyzed the errors of the men who had preceded him to the Antarctic and did not repeat them. His 1928 expedition was the first of the major assaults on the Pole to use planes. It was also by far the best equipped, anticipating every possible emergency. One of the items of equipment, for example, was a radio, which proved immensely important both to the men's safety and to their morale.

STRAHLER, A. N. *Physical Geography.* New York 16: John Wiley & Sons, Inc., 44 Park Avenue South. 1960. 544 pp. (7⅜" x 10¾"). $7.50. This second edition retains the same fine qualities that distinguished its predecessor: scientific accuracy; emphasis on explanation as well as description; and complete coverage of all natural science topics relevant to geography. However, the work has been extensively revised and rewritten to incorporate not only valuable suggestions made by leading authorities in response to a widely circulated questionnaire.

Among the major changes contained in this edition are: the use of a more familiar terminology for climate types (*e.g.*, "rainforest" and "savanna"). Two new chapters presenting the fundamentals of surfaoe and ground-water hydrology; the topics of global circulation and weather have been written to include new information on the upper air westerlies, the jet stream, and the tropical easterlies; material on weather; climate and soils is now placed before the section on landforms; a large table of historical geology is included in a new chapter entitled "The Earth's Crust"; many new illustrations, both line drawings and photographs, are introduced, and many of the original figures have been revised and corrected.

As in the first edition, valuable exercises are appended to each chapter—together with all the maps, data tables, and graphs required for their solution.

STYRON, WILLIAM. *Set This House on Fire.* New York 22: Random House, Inc., 457 Madison Avenue. 1960. 507 pp. $5.95. On his way back to the States, Peter Leverett stopped in Italy to see his old schoolmate Mason Flagg in the little coastal town of Sambuco. The following morning Mason was found dead at the base of a cliff. The hours leading up to Mason's death were a nightmare to Peter, not only in their violence but also in their maddening unreality and mystery. Peter later realized that he had been witness to a blaze of events which were ignited by a tragic conflict between two men: one was Flagg himself; the other was Cass Kinsolving, a tortured, self-destructive American painter who had settled in Sambuco after an alcoholic flight across most of Europe. Mason, leading a hectic, pretentious, Don Juan life, found Cass his natural enemy and prey. Out of the enslavement, the agony, the degradation of their relationship came the salvation of one man and the destruction of the other.

SWEET, W. E., editor. *Vergil's Aeneid: A Structural Approach.* Ann Arbor, Michigan: University of Michigan Press. 1960. 171 pp. $2.80. This is Volume One (Books I and II) of a projected four-volume series of Vergil's *Aeneid.* Volume Two (in preparation) is a workbook intended to help the student obtain greater familiarity with the Latin text than has been customary.

Its virtue will be that it forces him to do something with the text through techniques similar to those found in *Latin: A Structural Approach*, along with ones designed for more advanced students. Volume Three (also in preparation) will be a lexicon of the words that occur in the *Aeneid*, defined in Latin. Volume Four will be a commentary on the *Aeneid*, much of it in Latin, with attention to the new criticism. There will also be a teacher's manual.

TAYLOR, DAVID. *Storm the Last Rampart*. Philadelphia 5: J. B. Lippincott Co., E. Washington Square. 1960. 384 pp. $4.95. The year is 1780. The British under General Clinton have occupied New York, and Benedict Arnold, the traitor general, is plotting his disastrous act of treachery. During these times of intrigue and shifting loyalties, Bennett Paige, as captain in Philadelphia's First of Foot, is inducted into Washington's secret service; and, disguised as a Tory fisherman, he rows across the Hudson to gather information from an unknown source in Tarrytown. In mortal danger every time he enters the British-held town, he especially mistrusts the pretty tavern wench, Hannah Clements, who openly fraternizes with the English—but who actually is his unknown contact.

TAYLOR, R. M. *We Were There: On the Santa Fe Trail*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 176 pp. $1.95. A Southern boy and his family debark from a boat at Westport, Missouri (now Kansas City), on the first leg of a journey that will lead them along the Indian-infested Santa Fe Trail of one hundred years ago.

THIEL, RUDOLF. *And There Was Light*. New York 22: New American Library, 501 Madison Avenue. 1960. 416 pp. $.75. An exciting history of adventure and discovery in the world of astronomy.

THOMAS, M. Z. *Alexander von Humboldt*. New York 14: Pantheon Books Inc., 333 Sixth Avenue. 1960. 192 pp. $3.50. An action-packed biography of the 18th-century genius, one of the world's first scientific explorers, who trekked through jungles and scaled mountains to make many new discoveries. Late in life, Humboldt wrote his cosmos, the story of the universe as he understood it. The book is translated from the German by *Elizabeth Brommer* and illustrated in black and white by Ulri Schramm.

THOMPSON, E. M. *Other Lands, Other Peoples*. Washington 6, D. C.: Committee on International Relations, NEA, 1201 Sixteenth Street, N.W. 1960. 192 pp. $1. This is a country-by-country book for Americans entertaining visitors from abroad. It contains facts about 86 countries. It is designed primarily for community organizations and individuals who provide home hospitality to persons visiting the United States under cultural, educational, and technical exchange programs; also for those who work with international visitors.

TOLLES, F. B. *Quakers and the Atlantic Culture*. New York 11: The MacMillan Co., 60 Fifth Avenue. 1960. 176 pp. $3.95. Quakers have always held to the principles of equality, simplicity, community, and peace. These characteristics and the "inner illumination" of the religious Society of Friends have been the basis for many books. The author uses a broader base. As a Quaker historian, he presents a critical history of the movement in American colonial days of the seventeenth and eighteenth centuries. And, because of the continuous and free interchange of Quaker thought and practice both in England and America, the phrase *Atlantic Culture* is appropriate.

TOWNSEND, PETER. *Earth, My Friend*. New York 16: Coward-McCann, Inc., 210 Madison Avenue. 1960. 350 pp. $5.75. In October of 1956, Peter Townsend—a hero of the Battle of Britain and one of the most

romantic figures of this or any age—set out from Brussels, alone and sparely equipped, on a journey that was to cover five continents and 57,000 miles. In *Earth, My Friend*, he tells his own story of that journey, of all that he learned about the world and its peoples and, not least, about himself. From Old Europe through Turkey to India and the East, from the snowy passes of the Himalayas to the desolate wastes of Australia, from the thronged cities of Red China to the jungle villages of Africa, the author records an astonishing variety of experiences during a journey that began in doubt and disturbance and ended in serenity.

TREECE, HENRY. *Castles and Kings*. New York 10: Criterion Books, Inc., 257 Fourth Avenue. 1960. 203 pp. $3.50. This is nonfiction of a fresh and exciting order, creating anew such vivid historical personalities as Richard II, Queen Katherine, Lady Jane Grey, and Charles I, and transforming the panorama of English history from the days of the Celts to the seventeenth century into a series of sharply etched dramatic episodes, crowded with plots, fierce battles, tenderness, romance, and sometimes tragedy.

TRUMAN, H. S. *Mr. Citizen*. New York 22: Bernard Geis Associates, 130 E. 56th Street. 1960. 315 pp. $5. Former President Truman not only relates his experiences since leaving the White House, including an account of his life as a private citizen in Independence, but also discloses his thoughts and opinions on many of the key issues and personalities of the day. A special feature is the 32-page album of photographs, with captions by the author.

Vacations Abroad, Vol. XII. New York 22: Unesco Publications Center, 801 Third Avenue. 1960. 186 pp. $1.25. Containing a list of 1,500 educational and cultural vacation suggestions, this book is directed towards students, teachers, and adults who wish to combine experiences of this nature with their summer holidays. Listed are such programs as summer courses, study tours, work camps, summer camps which include sightseeing and study opportunities, *etc*. Also listed are scholarships and financial assistance available for vacation activities of this type.

VERRILL, HYATT. *Strange Animals and Their Stories*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 235 pp. $1.98. Rare is the zoo that has as full a complement of strange and seldom-seen animals as those arrayed here. For many readers, Mr. Verrill's descriptions and accurate drawings will provide a first glimpse of hundreds of animals that inhabit areas from the shadows of Africa's Mt. Kilimanjaro to the depths of the Atlantic Ocean, the all-but-extinct solenodon of Cuba, the Shy Australian platypus, the anteating aardvark, the okapi, the mermaidlike manatee, and others equally as fascinating. Already the author of more than one hundred books on natural history, Mr. Verrill here describes these oddities, their habits, and his own experiences with them.

VERRILL, H. A. *Strange Insects and Their Stories*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 205 pp. $1.98. A moth that imitates a cobra . . . beetles with gas bombs . . . insect hitch-hikers . . . the seven-inch Wolfe spider of South America . . . the foot-long Hercules beetle of the West Indies . . . a small and otherwise insignificant wasp upon which depends the entire Smyrna fig industry—incredible but true stories of these and many more are fully illustrated with the author's own line drawings. Included, too, is an instructive chapter on collecting insects as a hobby: how to find specimens, mount, and preserve them.

WATKINS, ANTHONY. *The Sea My Hunting Ground*. New York 10: St. Martin's Press, 175 Fifth Avenue. 1960. 249 pp. The day began warm and almost cloudless. On board *The Myrtle* the small crew waited impatiently for the day's activity. The quarry was shark—the elusive, oil-valuable basking shark. Before the day's end, Anthony Watkins and a friend would find themselves alone in *The Myrtle's* frail dinghy, towed out to sea by a wounded three-ton shark. How did these men find themselves in such a strange and dangerous predicament? What led to their frightening plight and what happened after their comic rescue is told in this exciting, adventure-packed true story.

WECHSLER, L. K.; MARTIN BLUM; AND SIDNEY FRIEDMAN. *College Entrance Examinations*. New York 3: Barnes and Noble, Inc., 105 Fifth Avenue. 1960. 317 pp. $1.95. This book contains practice tests with explanations, sample questions and suggestions, exercises and review and study material, answers and solutions for test questions and exercises. It also contains aptitude tests on reading, vocabulary, arithmetic, algebra, geometry, mathematics combined, and figure analogies. Achievements tests include English composition, social studies, biology, physics, chemistry, mathematics, foreign languages, *etc*.

WESTON, CHRISTINE. *Ceylon: A World Background Book*. New York 17: Charles Scribner's Sons, 597 Fifth Avenue. 1960. 176 pp. $3.95. The book brings us the sights and sounds of a lovely island, with its wild, beautiful scenery, its ruins of ancient cities dating back to 4 B.C., its temples and festivals. But there is also modern Ceylon which, like other countries that have newly attained self-government, must discover, amid confusions, what place it will take in today's world.

WILDE, OSCAR. *Lady Windermere's Fan*. Great Neck, New York: Barron's Educational Series, Inc., 343 Great Neck Road. 1960. 160 pp. (4¼" x 7¼"). $1. This book contains the author's famous play. Running through the text are complete descriptions of settings, acting guides, and stage business. Stylish sketches of costumes and scenes, by Fritz Kredel, allow the reader to visualize the play *on stage*. Reading and acting guides have been interpolated.

WILLIAMSON, JOANNE. *Hittite Warrior*. New York 22: Alfred A. Knopf, Inc., 501 Madison Avenue. 1960. 214 pp. $3. Since the loss of his family, his home, and his country, Uriah Tarhund's life had been filled with strange events amongst people whose ideas conflicted radically with his own. His loyalty to the past was challenged by these new ideas and people. He had been taught to hate and fear some of these people, but now he was being forced to make a new life for himself in the changing world.

WILSON, DOROTHY. *Danger, Danger, Danger*. New York 22: Franklin Watts, Inc., 575 Lexington Avenue. 1960. 240 pp. $2.95. This book is not about professional danger-seekers. The stories included here are all true accounts of men who have taken bold and courageous action in the face of mortal peril. An unarmed naturalist in an African jungle is attacked by an enraged leopard and strangles the animal with his bare hands. A Texan, pitted against an oil-well fire which has raged furiously for two years, approaches it alone and successfully caps it. Two brave men climb a high tower and disarm an A-bomb which may explode at any moment. In Mexico a man lies helpless and alone, facing suffocation, in a field where black swarms of locusts sweep relentlessly toward him.

WILSON, J. D., editor. *King Lear.* New York 22: Cambridge University Press, 32 East 57th Street. 1960. 370 pp. $3.50. This book in addition to the text of *King Lear*, includes an introduction, stage history, historical data, notes, and a glossary.

WOOD, W. H. *Perils of Pacifico.* New York 22: Franklin Watts, Inc., 575 Lexington Avenue. 1960. 120 pp. $2.95. Pacifico is a brigand with a heart of gold and an amazing gift for outwitting his enemy, the pompous governor of Campanella. An extravaganza told in rich, rollicking style, with memorable verses, repetitious and funny situations which will make it a family book for reading aloud.

WYNN, RICHARD. *Careers in Education.* New York 36: McGraw-Hill, 330 West 42nd Street. 1960. 319 pp. $4.95. Developed from the suggestions of students, counselors, and teachers, it has been written primarily for young people considering a career in educational work. It should be helpful to college students already preparing for teaching and may be used as a textbook in introductory exploratory courses in education. Parents, teachers, counselors, librarians, Future Teachers of America, and Student NEA club sponsors will find it a handy reference.

The book talks about choosing a career; the development, status, and problems of the teaching profession; the role of the teacher in American society; employment opportunities in education; salaries and other benefits; personal qualifications and education needed for teaching; and various sources of help.

News Notes

1960 AMERICAN EDUCATION WEEK MATERIALS

American Education Week will be observed from November 6-12, 1960. The theme this year is: "Strengthen Schools for the 60's." The *American Education Week Packet*, containing more than 20 new promotional items, and other bright and timely AEW materials are listed below. Send your order to American Education Week, National Education Association, 1201 16th Street, N.W., Washington 6. D. C.

AEW Packet—basic kit includes one copy each of the following booklets: *How To Help Your Child Learn, Talking Points,* and *Whodunit and How;* Daily Topic Leaflet; the play *Command Performance;* an *NEA Journal* reprint of *Search for Freedom,* plus invitation form, lapel tag, place mat, dinner napkin, tea napkin, mailing flyer, planning folder, other helpful samples of new materials, and 2 different large AEW posters. Packet of about 22 items for $2. (No discounts.)

Booklets

How To Help Your Child Learn. 40-page booklet of practical tips for parents. 50¢

Talking Points. 32-page booklet of facts and figures for AEW speakers, writers. 50¢

Whodunit . . . and How. 32-page booklet of ideas for promoting and publicizing AEW. 50¢

The Search for Freedom. Reprint from the *NEA Journal.* The history of American education. 16 p. 35 copies, $1.

The following Daily Topic Leaflets: *Learning Is Your Business* (Tips to help students get the most out of school. AEW bulk rate, 25 copies, $1); *Pulled Apart by Conflicting Claims about Schools?* (Gives claims and counter-claims, then the facts. Special AEW bulk rate, 25 copies, $1); *What Happens at School Board Meetings?* (Shows wide range of topics on which school boards decide, 25 copies, $1); *What Teachers Know About Your Child* (Tips for parents from America's teachers, 25 copies, $1); *Space Man Seeks Secret of Superior Schools* (Shows the importance of ample funds to good schools, 25 copies, $1); *Teacher Talk* (Explains many of the terms used by educators, AEW bulk rate, 25 copies, $1); and *How Adult Education Has Changed People's Lives* (Actual case histories, bulk rate, 25 copies, $1).

Posters

Everybody Goes to School (AEW poster for elementary schools, 2 colors, available in 2 sizes: Large size, 23 x 17 inches, 5 for $1; regular size, 15⅜ x 11¼ inches, 12 for $1); *We Must Have Better Schools* (AEW Poster for elementary and high schools, 4 colors, available in 2 sizes: large size, 23 x 17 inches, 5 for $1; regular size, 15⅜ x 11¼ inches, 12 for $1); and *Don't Wait 'Till Too Late—Learn Now* (Adult Education poster, 2 colors, Large size, 23 x 17 inches, 5 for $1).

Other Display Items

Invitation Forms (Pupils use these to invite parents and friends to school, 2 colors, 40 for 50¢); *Place Mats* ("Recipe for a Good School," chartreuse and black, 15 x 10 inches, 100 for $2); *Dinner Napkins* (Chartreuse and black, with picture of children, 100 for $1); *Tea Napkins to Match* (100 for 75¢); *AEW Lapel Tags* (50 for 75¢); *AEW Table Tents* (4 colors, 40 for $1); *Pre-Cut Stencil* ("Everybody Goes to School" design, 7 x 7½ inches, for school bulletins, 75¢ each).

CIVIL DEFENSE INSTRUCTIONAL MATERIALS FOR SECONDARY SCHOOLS

A series of Civil Defense Education materials for use in the instruction of students in secondary-school science and social studies classes throughout the nation is now being initiated by the Civil Defense Education Section of the U.S. Office of Education. A committee of the National Science Teachers Association has been asked to prepare criteria for the development of these materials to supplement and to enrich current offerings in secondary-school science. A committee of the National Council of Social Studies has been invited to undertake a similar task for those who will develop materials for use in social studies courses. Program specialists from the Office of Education and other men and women who also have made positive contributions to areas of social studies and science will be on the committee. Specialists in Civil Defense Education will be available for advice.

The actual development of the instructional materials (manuscript for textbooks, laboratory exercises, self-instruction activities, scripts for audiovisual aids, and artwork for filmstrips) will be done by a contracting university. This university will employ the writers, give them professional guidance, and take

steps to assure readability of content and text materials produced in normal teaching situations. Once manuscripts and other items are completed, the final editing, publishing, and distribution will be accomplished through Office of Education facilities. The Office of Education also is responsible for the overall supervision of the program.

CONTINENTAL CLASSROOM TV PROGRAM

Mathematics will be offered during 1960-61 on the Continental Classroom TV program over the National Broadcasting Company network. The course, entitled *Contemporary Mathematics*, will offer Modern Algebra during the first semester and *Probability and Statistics* the second semester. Professor John L. Kelley, head of the mathematics department of the University of California, will teach the first semester and Professor Frederick Mosteller, chairman of the department of statistics of Harvard University, will offer the second semester's course.

A modification of the format of the past two years will be made to include undergraduate as well as graduate sections. The course will be broadcast five weekdays, 6:30-7:00 A.M., for graduate students, whereas undergraduates will only be expected to view the Monday, Wednesday, and Friday sessions.

Modern Chemistry, taught in 1959-60 by Dr. John F. Baxter of the University of Florida and reproduced on videotape, will be repeated over the NBC network in 1960-61, from 6 to 6:30 A.M. A recent survey indicates that the course had a daily audience of more than 500,000, of which approximately 40,000 were teachers.—*Educational Television Newsletter*

JOHN HAY FELLOWSHIPS FOR 1961-62

Seventy-five John Hay Fellowships for 1961-62 will be awarded to public senior high-school teachers by the John Hay Fellows Program. Winners of these awards will study in the humanities for a year at one of the following Universities: California, Chicago, Columbia, Harvard, Northwestern, and Yale. They will receive stipends equal to their salaries during the fellowship year. In addition, travel expenses, tuition, and a health fee will be paid.

The seventy-five John Hay Fellows will be selected from schools and school systems interested in making the best possible use of the time and talents of good teachers and in developing practices designed to break educational lock steps. Applicants should have at least five years of high-school teaching experience, and should be not more than fifty years of age.

Five new states will participate in the John Hay Fellows Program for 1961-62: California, Florida, Indiana, New Hampshire, and Wisconsin. The other participating states are: Arizona, Colorado, Connecticut, Illinois, Louisiana, Maryland, Massachusetts, Michigan, Missouri, New York, Ohio, Oregon, Pennsylvania, Utah, and Virginia, as well as the District of Columbia.

Languages, literature, history, music, and the fine arts are usually included in the humanities, and teachers of these subjects are invited to apply. In addition, applications from teachers in other disciplines who wish to study in the humanities are accepted.

The John Hay Fellows Program received a new grant from the Ford Foundation last spring which will enable it to continue its activities through 1966. The Program was established in 1952 by the John Hay Whitney Foundation. Interested teachers should communicate with Dr. Charles R. Keller, Director, John Hay Fellows Program, 9 Rockefeller Plaza, New York 20, New York. Applications will close on December 1, 1960.

U.S. GOVERNMENT FULBRIGHT AWARDS—1961-62

The Fulbright Act (Public Law 584, 79th Congress) authorizes an exchange of students, teachers, university lecturers, and research scholars under the provisions of a series of executive agreements between the United States and other countries. Since the inception of the Program, 41 binational agreements have been signed, of which 35 are currently in operation. About 300 lectureships and 100 research awards are offered annually to American scholars.

All candidates must be citizens of the United States. For lecturers, at least one year of college or university teaching experience is required; for research scholars, a doctoral degree *at the time of application*, or recognized professional standing is necessary.

Grants are tenable in one country only, usually for the full academic year, and are payable in the currency of the host country. Round-trip transportation is provided for the grantee, but not for his accompanying dependents. A maintenance allowance, which covers the ordinary living expenses of the grantee and his family during their residence abroad, is provided. In addition, a small allowance in foreign currency is made available for incidental expenses of a professional nature connected with assignment. In the terms of award, provision is made for most lecturing and research grantees to participate in a period of orientation in Washington, D. C., prior to their departure for overseas.

The Fulbright Act, under the auspices of the Board of Foreign Scholarships and the Department of State provides opportunities for university lecturing and advanced research abroad. Awards for the school year 1961-62 are available in the following countries—Austria, Belgium and Luxembourg, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Netherlands, Norway, Spain, Sweden, United Kingdom, Africa, Hong Kong, Malta, Singapore, West Indies, Iran, Israel, Turkey, United Arab Republic, China (Taiwan), and Japan. All applications made must be submitted by October 1, 1960. Application forms and additional information are obtainable from the Conference Board of Associated Research Councils Committee on International Exchange of Persons, 2101 Constitution Avenue, Washington 25, D. C.

POLICIES AND PRACTICES FOR DRIVER EDUCATION

The National Commission on Safety Education has just recently released a new publication entitled *Policies and Practices for Safety Education*. This is a report of the Third National Conference on Driver Education, Purdue University, Lafayette, Indiana, which met to review current practices and problems in driver education and to recommend action needed to strengthen present programs and to guide new efforts. This report presents in detail the thinking of the Conference on planning and evaluating instruction, preparing teachers, and administering programs; on the role of state education departments; and on research needed for the sound and growth of driver education. Copies of this 84 page report may be secured from the NEA, 1201 Sixteenth Street, N.W., Washington 6, D. C. at $1 per copy.

ENGLISH GUIDE FOR SLOW LEARNERS

A unique *Guide to the Teaching of English* (114 pp.), an adapted course of study in the basic skills of reading, writing, and speech for teachers of slow learning pupils in Grades 10 to 12, has been published by the Curriculum Office, Philadelphia (Pennsylvania) Public Schools and is believed to be the first presentation in the Nation of such a three-year course for the senior high schools.

The guide was developed and written by the Senior High School Adapted English Curriculum Committee, headed by Dr. Helen B. Carey, reading clinic psychologist in the curriculum office. The committee worked under the general direction of the schools' Planning Committee on the Slow Learner which also has directed the development of several other subject courses of study for slow learners in the secondary schools, such as mathematics, social studies, and science, which have gained national recognition.

"This guide is an adaptation of the course of study in English for senior high- and vocational-technical schools and is written to meet the needs of teachers with slow learning pupils who are unable to follow the regular curriculum successfully," stated Dr. Emma L. Bolzau, assistant to Associate Superintendent Helen C. Bailey, in charge of curriculum. "If such pupils are given work within their scope of ability and interest, motivated by a firm but sympathetic teacher, they usually can succeed," Dr. Bolzau emphasized.—*School News and Views*

A SURVEY OF THE USE OF TESTS IN THE 11TH AND 12TH GRADES

In May 1959 the College Entrance Examination Board undertook a survey of selected secondary schools throughout the country for the purpose of gauging the frequency with which tests are used in grades 11 and 12. This study, initiated in the form of questionnaires to the schools, was motivated by the college Board's desire to learn something about the recent and frequent question: "Is there too much testing in the secondary schools and, in particular, during the last two years of study?" and "Are 'external' examinations intruding too much in the work of the schools?"

The questionnaire used as the basis of the study was sent to principals of 266 high schools. Of the 266 questionnaires sent out to selected schools in each state, 158 have been returned, a return of 60 per cent. A free copy of the report of this survey can be secured by writing to the College Entrance Examination Board, 475 Riverside Drive, New York 27, New York.

FELLOWSHIP IN HOME ECONOMICS

Prentice-Hall, Inc., of Englewood Cliffs, New Jersey, is offering a $500 fellowship in the field of home economics for the 1961-62 school year. The fellowship, to be administered by the American Home Economics Association, will be available to college seniors, high-school home economics teachers, and other home economics graduates. It is especially planned to encourage these and others who desire to pursue graduate study in home economics with a view to a career in home economics education. Application forms for the Prentice-Hall Fellowship may be obtained from the American Home Economics Association, 1600 Twentieth Street, N.W., Washington 9, D. C., on October 1, 1960, or thereafter. Selection of the winner will be made no later than April 1, 1961.

NATIONAL COMMITTEE FORMED

The National Committee for Children and Youth will be the successor to the Golden Anniversary White House Conference on Children and Youth for follow-up purposes. Its membership has been determined and it will assume the leadership role after the President's National Committee for the Golden Anniversary White House Conference on Children and Youth submits its report to President Eisenhower in the fall.

Plans for the newly organized Committee call for a close working relationship with existing programs and services nationally and with the states, and in conjunction with the National Council of States Committees for Children and Youth, the Council of National Organizations on Children and Youth, and the Federal Interdepartmental Committee on Children and Youth, in the development of a constructive, purposeful program.

Set up in accordance with an October 1959 resolution of the President's National Committee, the follow-up group held an initial meeting in March during the Conference and convened again on June 11 in Atlantic City. They agreed on the formation of a committee on organization and structure to develop detailed program and staff plans during the summer. The full Committee will meet in the early fall prepared to take over upon the dissolution of the President's National Committee. The National Committee will maintain offices in Washington.—White House Conference on Children and Youth, *Conference Reporter*

SOURCE MATERIALS ON GUIDANCE

The Chronicle Guidance Publications, Inc., Moravia, New York, makes available to high-school guidance counselors throughout the country, a monthly (8 issues, September through April) publication called the *Career Index*, which contains annotated references to current free or inexpensive vocational and educational material. This guide to recent, inexpensive vocational literature contains more than 400 references per year. The subscription price is $8 per year from the above address.

INTERNAL ACCOUNTING FOR SCHOOL ACTIVITIES

The Florida Education Association has just announced the release of a book on internal accounting for school activities. The material was thoroughly studied, reviewed, and revised under the guidance of committees set up by two FEA Departments—The Elementary- and the Secondary-School Principals. This book has been prepared for Florida principals. Copies can be secured by writing to the State Department of Education, Tallahassee, Florida. There is a charge of 50 cents a copy.

HOW ARE COLLEGES TO CHOOSE STUDENTS?

By 1965, when the post-war crop of babies reaches college age, there will be 1.3 million freshman applicants standing at the college gates seeking admission, assuming that the same proportion of high-school graduates as now succeed in entering college. This would represent an increase of 57 per cent over the number of freshmen enrolled this year. It would require the colleges, if they are to meet the demand, to expand their accommodations for students at the rate of better than 10 per cent annually for each of the next five years.

Many educators doubt that colleges can or will expand to meet that demand. How then is the determination to be made: Who gets into college in 1965? Will the people insist that the principle of universal education be extended to the college level? These questions were examined by seven leading educators at a symposium conducted during the annual meeting of the American Educational Research Association (AERA) in Atlantic City last February. The discussion is now available in a 39-page booklet titled *The Coming Crisis in the Selection of Students for College Entrance*, published by AERA, a

department of the National Education Association. Copies of this booklet may be ordered from the American Educational Research Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. at $1 each.

ANNUAL INSTITUTE ON READING

The eighteenth Annual Reading Institute at Temple University will be held in Philadelphia January 23 through January 27, 1961, inclusive. In addition to the Temple University Reading Clinic Staff and their colleagues, distinguished specialists in reading will contribute. Members of the Institute faculty are selected on the basis of their professional contributions to developmental, corrective, or remedial reading.

Advance registration is required. Transferable registration forms are available for boards of education and school administrators who desire to vary their delegates from day to day. However, the activities are planned in interrelated day-to-day sequences, which should be kept in mind in considering transfers. Further information may be obtained by writing to: The Reading Clinic, Department of Psychology, Temple University, Philadelphia 22, Pennsylvania.

CATALOG OF FILMSTRIPS, RECORDINGS, AND MOVIES

A new 28-page catalog, announced by the School Service Department of The Jam Handy Organization, lists all filmstrips, recordings, and motion pictures currently available, and several new filmstrip kits scheduled for early release. Materials eligible for purchase under NDEA are identified. The listings are cross-referenced when applications extend across more than one teaching area. The catalog may be obtained free from all Jam Handy dealers or directly by writing to The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan.

NEW BOOKBINDING MATERIAL AVAILABLE

A new bookbinding material developed by Du Pont marks a milestone in the long search by bookbinders, publishers, and educators for a book cover which will be durable and will retain lithographed cover designs for extended periods despite constant handling and rough treatment. Called vinyl clad "PX" cloth, the new material introduces the successful combination of three tough and attractive components: (1) vinyl-impregnated book cloth; (2) a specially formulated primer coat; and (3) a clear protective film designed specifically for use on book covers.

The process is a method of laminating the specially compounded film, "Fabrilite" V-2, to lithographed vinyl "PX" cloth. This is done after the vinyl "PX" cloth is pretreated with the primer coat, Du Pont's "Fabrilite" No. 9148. The American Textbook Publishers Institute and the Book Manufacturers' Institute have been cooperating in an effort to improve the wearing qualities of offset-decorated covers. Although books produced by this new method will cost more than books decorated by conventional processes, the longer wear should bring long-range savings to buyers.

MAGAZINE REPORT

The first issue of *Magazine Report*, a quarterly, factual summary of education articles in national magazines and newspaper supplements, and published by the Division of Press and Radio Relations appeared in April 1960. *Maga-*

zine Report replaces *Circular*, "Education in Lay Magazines," which for many years was published by the Educational Research Service of the American Association of School Administrators and the NEA Research Division. These factual summaries are intended to show the authors' point of view, and do not necessarily represent the views of the National Education Association.

Full-length articles from the national magazines, including the news magazines and newspaper supplements, which were published during the period January 1—March 30, 1960, are digested in the April 1960 issue.

The annual subscription rate is $3.50 per each year. Single copies, $1 each. Send orders and inquiries to the Division of Press and Radio Relations, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Orders not accompanied by payment are subject to transportation charges.

CAREER NIGHT

Educational, community, business, and industrial resources coöperated in Levittown, New York, to sponsor a Career Night at the Jonas Salk High School. After a general program in the school auditorium, students and parents attended their choice of six large group career meetings. These six groups were organized cooperatively under the direction of the high-school guidance counselor, Charles A. Sukman in accordance with specific high-school subjects; occupations related to those subjects; and representatives colleges, universities, trade, technical, and specialized schools offering training in preparation of these occupations. Persons skilled in various occupations and professions discussed their work in each of the special group career meetings.

The purposes of the Career Night were: (1) to help each student determine the vocation in which he is most interested and best suited; (2) to give information about vocations of greatest current interest to most individuals, including job descriptions, requirements, advantages, disadvantages, and how to get started in the field; (3) to present to students the practical business viewpoint on employment conditions and job opportunities; (4) to help junior and senior high-school students select subjects they should have in meeting the qualifications for entrance into further educational training or employment after graduation from high school; and (5) to provide the opportunity for educational and business representatives to meet, talk with, and give firsthand advice to parents and their sons and daughters who are the college students and workers of the future. Donald A. Grant is principal of the high school.

COMPARISON OF ENCYCLOPEDIAS

The Hart Chart in its 64th edition contains an evaluation of 35 encyclopedias. In addition to the name and address of each of the 35 encyclopedias, the following information is given: copyright date, number of volumes and pages in each set, number of entries in the index, the number of illustrations and maps, ages for which suited, accuracy (whether excellent, very good, good, fair, poor, very poor, or out of date), strong points, and brief comments. All this information is in tabular form which makes for ease in reading and comparison. Copies of the chart may be secured from Lawrence Hart, 14 West Walnut Street, Metuchen, New Jersey, at 35 cents and a stamped, self-addressed envelope; additional copies at 15 cents each. Also available in similar form are a *Comparison of Dictionaries* and a *Comparison of Atlases*.

GUIDANCE AND COUNSELING

The April 1960 issue of the *Review of Educational Research* is the tenth that has been devoted to *Guidance and Counseling*. This issue identifies the significant studies in this area, summarizes them, and critically analyzes them. It seeks to present syntheses of research findings which reflect educational insight and stimulate new research. Included are chapters on philosophical foundations of guidance and personnel work; organization and administration of guidance services; the selection, preparation, and professionalization of guidance and personnel workers; the counseling function; the use of appraisal data by guidance and personnel workers; occupational and educational information; group procedures in guidance and personnel work; and an evaluation of guidance and personnel services. Copies of this 88-page issue may be secured at $2 each from the American Educational Research Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

TEACHER SHORTAGE

Cap and Gown time last June saw an 8.3 per cent increase in the number of college graduates qualified to teach—but this happy statistic is minimized by continued high birth rates and swelling school enrollments. Consequently, the national shortage of 135,000 qualified teachers still remains the same, this fall. These conclusions are from the National Education Association's 13th annual study on the 1960 teacher supply and demand picture for the public schools.

The NEA survey indicates that 129,295 of the June college graduate crop were eligible to teach, but an estimated 73 per cent—or 95,000—did not actually enter teaching careers in September.

In this kind of situation, the report indicates, the new teacher can be pretty choosey about his first career teaching post. He will look for the school system —and the town—that offer him a good salary, a reasonable teaching load, pleasant working conditions, a chance to advance in his field, as well as adequate housing, cultural opportunities, and satisfactory status in the community.

NEW WORLD LIST OF JUVENILE MAGAZINES

The Dobler International List of Periodicals for Boys and Girls by Muriel Fuller contains a list of nearly 350 magazines, with a readership conservatively estimated at 35,000,000, with the addresses of publishers, names of editors, year magazine began, circulation figures, age levels, as well as other useful information. There is also an index and a bibliography. The periodicals are in four major groups—general, school, church and religious organizations, and foreign publications. The latter include those published both in English and in the language of the countries of their origin.

As Librarian for Scholastic Magazines, Inc., Miss Dobler has carefully studied the youth periodical market over a long period. The Scholastic library has one of the most complete collections of these magazines in the United States. In 1953, Miss Dobler prepared a mimeographed list of young people's periodicals and distributed it at a workshop in New York City where she spoke. That spring, Scholastic reissued the list, and, from year to year, Miss Dobler has revised and enlarged it. Several thousand copies of this mimeographed list have been distributed. The increased demand has necessitated this new and completely revised directory, a 40-page booklet, which Miss Dobler has compiled and had printed; the price is $2. Copies may be purchased from Muriel Fuller, Post Office Box 193, Grand Central Station, New York 17, New York.

ENGINEERING SCHOLARSHIPS

Under the 1960 Union Carbide Engineering Scholarship Program, 35 colleges are authorized to select an incoming Freshman each year as a Union Carbide Engineering Scholar. Each scholarship provides financial assistance for the recipient and a grant-in-aid to the participating college. Each Union Carbide Engineering Scholarship is normally for four years, but will cover five years of study, if the established curriculum requires a five-year-course. At private colleges, each scholarship covers the complete cost of tuition for the full academic course and a reasonable allowance for fees as established by the college and provides $100 per year for books. At tax-supported universities, each scholarship recipient receives $500 per year for tuition, books, and fees.

Any graduate of, or student about to be graduated from, any secondary school in the United States may apply for a Union Carbide Engineering Scholarship to any of the 35 colleges listed below. Students are eligible: (1) who have good scholastic standing and personal reputation; (2) who are recommended by their school authorities as deserving or in need of financial assistance; (3) and who plan to enroll and continue in the engineering field and have the necessary talents and ambition. The selection of all recipients of Union Carbide Engineering Scholarships is in the hands of the participating colleges and all requests for application or further information should be made directly to them. The colleges are: A&M College of Texas; Carnegie Institute of Technology; Case Institute of Technology; Clarkson College of Technology; Cornell University; Georgia Institute of Technology; Iowa State University of Science and Technology; Lafayette College; Lehigh University; Massachusetts Institute of Technology; Missouri School of Mines; Newark College of Engineering; North Carolina State College; Ohio State University; Pennsylvania State University; Princeton University; Purdue University; Rensselaer Polytechnic Institute; Rutgers University; Stevens Institute of Technology; Universities of Colorado, Delaware, Florida, Illinois, Kentucky, Michigan, Minnesota, Notre Dame, Pittsburgh, Tennessee, and Wisconsin; Virginia Polytechnic Institute; West Virginia University; Worcester Polytechnic Institute; and Yale University.

ARE TEACHERS BETTER?

Two thirds of a representative group of lay people who know something about the schools believe that beginning teachers today are better than twenty years ago, according to a study reported in the April 1960 *Phi Delta Kappan*, official journal of Phi Delta Kappa, the professional education fraternity. Another twenty-eight per cent think today's beginner is just as good as a generation ago. Only eight per cent think quality has deteriorated.

PROVISIONS FOR THE GIFTED

Almost eight of every 10 school systems in this country are providing special learning experiences for gifted youngsters in the junior and senior high schools, according to a recent report of the National Education Association. In providing these special programs, the largest school systems have been taking the lead. In fact, says NEA, there is a direct relationship between size of district and programs. All the school systems in the population area of 500,000 or over have special programs for the gifted. In areas between 100,000 and 500,000 in population, 96.5 per cent of the school systems have such programs. The tabulation goes down to population districts between 2,500 and 5,000,

where 57.9 per cent of the school systems have special provisions in the curriculum for the bright youngsters. The methods used for these specialized experiences include enrichment of regular courses, separate classes, and acceleration. Most schools seem to be using the first two methods. Acceleration is not popular.

EARNINGS OF TEACHERS

School teachers may be comforted with apples provided by grateful pupils, but they can find little comfort in new statistics which compare their incomes with those in other professions requiring college training. The new figures were prepared by the Research Division of the National Education Association from a study made by the United States Census Bureau at the request of, and at the expense of, the NEA. Earnings of teachers are compared with earnings in 17 other professions.

Mean, or average, earnings of teachers for 1958 are given as $5,059; for the 17 other professions, $10,697. Earnings of teachers were less than half (47.3 per cent) of those in the other professions. These figures exclude from both groups casual and partially prepared workers. They are for people who worked at least 27 weeks in 1958, who earned at least $1,500, and who had completed at least four years of college. For full-time workers (at least 27 weeks), regardless of the degree of college preparation, the average for teachers was $4,827; for the others, $9,439. These data, with many other comparisons and analyses, are published by the NEA in a new 50-page booklet, *The Economic Status of Teachers* (75¢).

The 17 professions other than teaching for which earnings are summarized are: architects, chemists, clergymen, dentists, dieticians, engineers, foresters and conservationists, lawyers and judges, librarians, natural scientists, optometrists, osteopaths, pharmacists, physicians and surgeons, social and welfare workers, social scientists, and veterinarians.

18 AREAS SELECTED AS MPATI NETWORKS

Eighteen areas in six midwestern states—each with a major college or university at its hub—have been designated as a communications network for the new Midwest Program on Airborne Television Instruction. MPATI plans to beam instructional telecasts from an aircraft to schools in the six states starting in February 1961. The $7 million propect is supported by the Ford Foundation and contributions of private industry.

In a 32-page brochure, MPATI indicates it will administer the program through 18 area committees blanketing the multi-state telecast region. Staffed by an area co-ordinator, the area committees will consist of school and university administrators, educational TV representatives, and lay leaders in civic, professional, and other groups. Each committee will provide liaison between MPATI and surrounding schools and colleges interested in participating in the airborne program. Workshops for classroom teachers and school administrators interested in the program were held last summer at each of the 18 "resource institutions" plus DePaul University in Chicago.

The program's schedule of operations calls for "demonstration" telecasts from the aircraft to start in February 1961, and continue until June of that year. A full academic year of televised instruction will commence the following September and continue until June, 1962.

The brochure lists a tentative schedule of the courses that will be beamed to the schools within the 150- to 200-mile radius of the airborne transmitters. Ranging from elementary level through college, they include such topics as foreign languages, science, arithmetic, music, social studies, art, the humanities, and international relations. The courses will be prepared at Purdue University in a summer-long workshop for selected TV teachers and related specialists. They will then be recorded on video tape at designated educational TV stations.—*Michigan Educational Journal*

COUNSELOR'S INFORMATION SERVICE

The B'nai B'rith Vocational Service (1640 Rhode Island Avenue, N.W., Washington 6, D. C.) publication now in its fifteenth year, has recently taken on a "new look." It has inaugurated an expanded coverage of all fields related to occupations and guidance. Each new 16-page issue not only includes annotated listings on specific occupations, industries, educational and vocational guidance, but also provides coverage of new publications in the following fields: (1) personal guidance; (2) guidance administration and procedures; (3) audio-visual materials; (4) guidance theory; (5) job opportunities; and (6) student aids. Each issue will list more than 160 new publications, many of which are available free of charge *from the publishers*. Leading libraries, school and college counseling offices, and private counseling agencies subscribe to Counselor's Information Service which is a member of the Educational Press Association. Annual subscription rate is $4 for this useful quarterly publication.

WORLD EVENTS

The *New Leader* is a weekly (except July and August: semi-monthly) publication devoted to a specific topic or world event each week. Past issues included such topics as "The Meaning of Hungary," "Democracy and Desegregation," "Letters from the Communes," and "John Dewey, His Philosophy of Education and Its Critics." This magazine is published by the American Labor Conference on International Affairs and is available on a subscription basis from the *New Leader*, 7 East 15th Street, New York 3, New York. Also available from the same source are special pamphlets such as *Let a Hundred Flowers Bloom* (20 cents) which is the complete text of "On the Correct Handling of Contradiction Among People" by Mao Tse-Tung; "The Crimes of the Stalin Era" (25 cents), a special report to the 20th Congress of the Communist Party of the Soviet Union" by Krushchev.

A GUIDANCE HANDBOOK

The Booker T. Washington Junior High School, 1961 Andrews Street, Mobile, Alabama, of which Wayman R. F. Grant is principal, has recently prepared a 12-page *Guidance Handbook* for use by students, parents, and staff members. Included are: a list of high-school personnel, an organizational chart for guidance, an outline of guidance procedures in grade 5 through 9, a progress report, methods used in gathering and recording guidance information, the role of various school personnel in the guidance program, and a list of references on guidance. Copies of this Handbook may be secured at 50 cents each by addressing the principal of the school.

HIGH-SCHOOL STUDENTS LIST CAREERS AS TOP PROBLEM

Choosing and preparing for a career is the "overriding problem" facing Michigan youth, a state-wide study of the Michigan Youth Commission indicates. The study was based on questionnaires completed by 25,000 high-school and college students. Findings were announced during the White House Conference on Children and Youth.

About three quarters of all the students questioned mentioned choosing a career as their top problem. Preparation for marriage, relations with their fellow students, and parent-child relations were ranked next in importance, in that order. Of medium importance were school programs and facilities, developing values, and developing an integrated sense of self. Rated low were use of community services, learning about and assuming citizenship responsibility, and use of leisure time. In adult discussion groups conducted by the Commission, the problem of developing values was rated highest by parents as a concern of their children. Next in importance were developing an integrated sense of self and citizenship responsibilities.—*Letter to Schools* from the University of Michigan

MATHEMATICS TEACHERS RECEIVE GRANT TO HELP SCHOOLS UP-DATE PROGRAMS

The National Council of Teachers of Mathematics of the NEA plans to send special consultant teams into the field to help school systems up-date their mathematics programs. The project, expected to get underway in the late fall, is to be supported by a $48,350 grant from the National Science Foundation. M. H. Ahrendt, executive secretary of the Council, a department of the National Education Association, outlined the project this way:

Starting in October a series of eight regional invitational conferences will be held in centers over the United States. Each conference will be conducted by a team of three consultants—a mathematician, a classroom teacher, and a person from the field of teacher training or supervision. The purpose of the conferences will be to provide selected mathematics supervisors and administrators with the information and orientation they need in order that they may provide leadership in establishing new and improved mathematics programs in their local schools.

"HORIZONS OF SCIENCE" FILM SERIES FOR HIGH-SCHOOL STUDENTS

The completion of a new series of ten educational films, Horizons of Science, designed to develop a better understanding of science and scientists, as well as to interest high-school students in science careers, has been announced by the Educational Testing Service, Princeton, New Jersey. The films, in preparation for two years, were produced by Educational Testing Service, aided by grants from the National Science Foundation. Each of the ten films covers a specific subject by showing a top-ranking scientist in that field at work. The scientist explains his work in his own words and shows how he goes about it.

The primary method for nation-wide distribution of the films to schools will be through corporation and foundation sponsorship under which the films will be bought at a cost of two thousand dollars for the complete set of ten films and then presented as a public service to school systems. Among some twenty

corporations that already have signed for the series are Alcoa, Champion Paper, Climax Molybdenum, Thiokol Chemical, Ingersoll Rand, Kennecott Copper, Ohio Edison, and Texas Instruments.

Schools wishing to purchase films directly may do so, and may obtain matching funds for the purpose under Title III of the National Defense Education Act. Under both methods of distribution, some 100 systems in twenty-six states across the country already have arranged to secure the films for showing to approximately 1,000,000 students.

Films in the Series

The Horizon of Science program's color films are: *Visual Perception*, a vivid examination of the way we "see" the world around us; *The Worlds of Dr. Vishniac*, extraordinary microscopic photography of living creatures and insights into the complexities of evolving life; *Exploring the Edge of Space*, development and use of plastic balloon system; *"Thinking" Machines*, approaches and experiments in machine intelligence; *The Mathematician and the River*, relationships between the "abstract" world of mathematics and the "real" world of nature; *New Lives for Old*, a case history in cultural anthropology; *Project Mohole*, the first filmed report on the project to drill a hole to the mantle of the earth, exclusive pictures of the U.S. oceanographic expedition surveying the possible sites; *The Realm of the Galaxies*, an inquiry into the farthest reaches of the universe; *The Flow of Life*, basic research in the microcirculation of blood and the capillary bed; and *Neutrons and the Heart of Matter*, exploring the nature of matter and the significance of the neutron's behavior. For further information write either: Jane Wirsig, Educational Testing Service, Princeton, New Jersey, or Philip C. Wallach, 60 East 42nd Street, New York 17, New York.

ADVANCED PLACEMENT PROGRAM IN NEW YORK STATE

The New York State Education Department has prepared a series of syllabuses in mathematics designed to encourage high schools to offer academically superior pupils instruction of a caliber that is of post-secondary grade and may indeed warrant advanced placement or credit upon college entrance. Like the advanced placement statements in English, American History, Chemistry, and French, this series shows the relationship between the State syllabus for the high-school grades and the advanced course material which must be offered to qualify pupils to take the advanced placement examinations that are offered by the College Entrance Examination Board. These include: Mathematics 7-8-9 (syllabus, 1955, 15¢); Mathematics 10-11-12 (syllabus, 1954, 25¢); Mathematics for All High-School Youth (Basic Skills Conference Clinics Report, 1953, 50¢); Measurement (Resource Unit, 1958, 50¢); Solid Geometry (reprint, 1959, 25¢); Advanced Alegbra (reprint, 1959, 25¢).

In ordering any of these publications, the check should be made payable to the New York State Education Department and the order sent to the Publications Distribution Unit, Finance Section, New York State Education Department, Albany 1, New York. Various mimeographed booklets supplementing the syllabuses have been produced and distributed to teachers.

COLLEGE PLANNING GUIDE

The Freehold (New Jersey) Regional High School has made available to students and parents a 13-page mimeographed manual, *College Planning Guide*. This manual is for prospective college entrants. It points out the

importance of selecting a post-high school appropriate to the students' ability, aptitudes, interests, and personality. Included in the helpful information to student and parent, are tabular data on the admission requirements of 25 representative colleges and universities. The booklet has been prepared by the guidance counselor, Frank J. Schreiner.

THIRTY-MINUTE REST PERIOD FOR WOMEN TEACHERS

Pennsylvania has decreed a thirty-minute uninterrupted daily rest or lunch period for all women teachers beginning with the new term in September. Superintendent of Public Instruction Charles H. Boehm explained the order was aimed at school systems which assign teachers to lunchroom supervision during their own lunch hour. The directive, the authority for which is an Act of 1913, specifically pointed out that, during the rest period, the teacher must be "relieved of regular responsibilities."– *PSEA Education Bulletin*

"CHOICES"

The American Friends Service Committee in cooperation with the American Personnel and Guidance Association has released a new pamphlet entitled, *Choices*. "Choices" attempts to make available in a brief, clear form information about counseling conscientious objectors to military service. Copies are available free of charge to counselors and teachers from "Choices," AFSC, 20 South 12th Street, Philadelphia 7, Pennsylvania. The Friends Committee has taken the initiative in preparing this pamphlet because, although material for counseling students about the draft law and military service is readily available to teachers from the recruiting offices of the Armed Services, information about the legal provisions for conscientious objectors to military service has not been similarly provided.

BOY SCOUT TROOPS IN THE SCHOOL

A new publication *Teamwork Between School Boards and the Boy Scouts of America* has been recently developed jointly by the National School Boards Association, the Association of School Business Officials, and the Boy Scouts of America for use throughout the country. These organizations have ordered approximately 20,000 advance copies for distribution to their members. Copies in quantity lots can be secured from National Council, Boy Scouts of America, New Brunswick, New Jersey at $37.50 per thousand, postage paid. The primary purpose of this joint publication by the National School Boards Association, the Association of School Business Officials, and the Boy Scouts of America is to help increase local understanding and cooperation between these groups and the Boy Scouts, particularly in some problem areas where Boy Scout groups are not now permitted to use public school buildings.

A TEACHER PLACEMENT BUREAU

Because the teaching of Russian in American secondary schools is developing so rapidly, the American Association of Teachers of Slavic and East European Languages (AATSEEL) has recently established a Teacher Placement Bureau for its members. The AATSEEL invites all students and teachers of these languages and of related disciplines to its membership to share in a cooperative endeavor to extend and to improve the teaching of Slavic and East European languages and of related fields at all levels of education. The AATSEEL publishes the *Slavic and East European Journal*, a quarterly ap-

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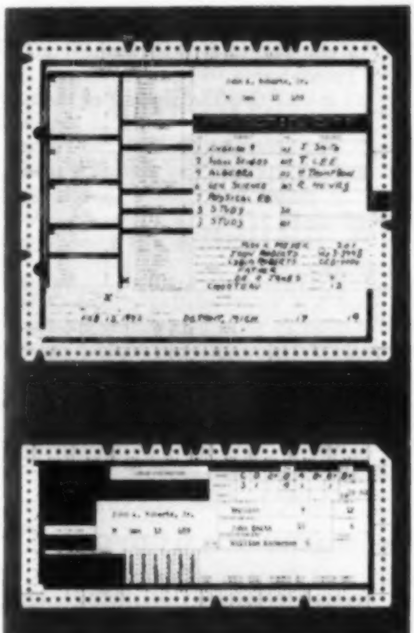
Says Principal Anthony Matulis of Taylor Center High School, Taylor, Michigan



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proximately 120 pages in each issue, devoted to the professional interests of students, teachers, and scholars of Slavic and East European studies. This journal is the only professional journal for teachers of Slavic and other East European languages and literatures. It publishes articles on Slavic and East European languages and literatures, including Russian; publishes articles on teaching these languages, on language-area programs, and reviews all books of professional interest in the entire field of Slavic and East European studies.

Any principal writing to the Bureau should indicate the minimum amount of educational credits a candidate must possess and whether emergency certification is possible in his state. Not all candidates listed with the Bureau have educational credits, but may possess all other qualifications.

PENNSYLVANIA DPI RECOMMENDS CLASS SIZE IN ENGLISH

The Pennsylvania Department of Public Instruction has suggested that the maximum load for English teachers be limited to 100 per day or 20 pupils per class, and that one period per day for planning and paper correcting be scheduled. Other recommendations of the Pennsylvania DPI call for instruction in formal grammar to begin in the seventh grade; that the writing of themes be a part of the requirements in grades four through twelve, and that all original work be evaluated and corrected. The Pennsylvania DPI also recommends that instruction in English be a school-wide project and that all teachers be responsible for proper English usage by pupils under their charge, particularly in the grading of written work.—*Bulletin*

HAVE YOU READ?

Francelia Goddard's *The Need To Read* is a chart relating children's behaviour between the ages of two and fourteen to probable reading interests. Reprints are available at $1 for ten copies, $2 for twenty-five copies, and $3 for fifty copies. This 4-page reprint has an illustrated cover. Another reprint, Rhyllis Weisjohn's *Bulletin Board Dislay*, is a practical approach to a chore which most librarians, at least, find difficult and time-consuming. Reprints are available at $2 for ten copies, $4 for twenty-five copies, and $5 for fifty copies. These two articles appeared in the April 1960 issue of the *Wilson Library Bulletin*.

1960-61 TEST FEES REDUCED

Fees for the *Scholastic Aptiude Test*, the *Achievement Tests*, and the *Preliminary Scholastic Aptitude Test* are substantially reduced for 1960-61. Beginning with the tests administered in December, the *Scholastic Aptitude Test* fee will be changed from the current $6 to $4, and the *Achievement Test* fee from $9 to $6. The fee for the *Preliminary Scholastic Aptitude Test*, given in October, will be reduced from $1 to 50 cents.

The changes in fees were made in accordance with the College Board's status as a nonprofit service agency of schools and colleges. They were made possible by two factors, operational economies achieved through the use of new facilities, methods, and equipment by Educational Testing Service, which conducts the testing programs for the Board, and the increasing numbers of students to whom the economies apply. The number of tests taken by students has grown by about 250,000 annually in the last three years with a total

of approximately 1,300,000 expected in the 1959-60 academic year. It is estimated that the effect of all Board fee reductions in 1960-61 will total a savings of about $2,650,000 for students and their parents.

New editions of the informational materials relating to the *Scholastic Aptitude Test, Achievement Tests,* and *Preliminary Scholastic Aptitude Test* are now in preparation for distribution in September. These include the two booklets which describe the *Scholastic Aptitude Test* and the *Achievement Tests,* the two leaflets for students which provide interpretive information on the test scores, and a single booklet for counselors which will consolidate interpretive materials now contained in separate booklets on the *Scholastic Aptitude Test* and *Achievement Tests* and on the *Preliminary Scholastic Aptitude Test.* A sample set of these publications will be sent to schools and colleges in September. Schools will be asked to order copies for students who expect to take the test and for counselors. All of these publications will be free.

PROPOSED NOTICE CONCERNING "THE CONQUEST OF INNER SPACE"

The science of modern oceanography dates back almost a century. Yet, how much is really known about what lies beneath the surface of the oceans that cover three-fourths of the earth's surface?

The Navy's newest 35mm color slide presentation, "The Conquest of Inner Space," points out some startling and interesting facts. For example—did you know there is enough gold in the sea to make every inhabitant of the worlds a millionaire?

The general undersea topography is not unlike that of the earth above the sea. Lofty mountain ranges, plains, plateaus or sea mounts, and deep canyons—all lie hidden beneath 324 million cubic miles of water. To date, less than 1% of the deep sea floor has been mapped with any degree of reliability.

Worlds like SCUBA, SONAR, MOHO and bathyscaph may sound like the latest teenage jargon, but in fact, are terms used routinely by people connected with oceanographic research. SCUBA is the abbreviation for Self-Contained Underwater Breathing Apparatus used by divers who have gone to depths of 300 feet. SONAR is a technique involving echo ranging; that is, bouncing a sound beam off a submerged target, or listening to the noises made by the target. MOHO is a project being undertaken to drill a hole through the earth's crust from a deep spot in the sea. It is hoped that the samples taken of the materials below the ocean floor may shed light on the first appearance of life in the oceans and perhaps on the origin of the oceans themselves. Bathyscapth is a term which has been in the news much lately. The Navy's bathyscaph TRIESTE recently descended a record depth of 35,800 feet, almost 7 miles down into the ocean.

The Navy has long pioneered in the study of oceanography and today is supporting, in whole or in part, some of the more advanced programs of scientific efforts.

"The Conquest of Inner Space" is an interesting and informative presentation. It is believed to be particularly appropriate for junior and senior high school assembly programs. This presentation has been distributed throughout the country and may be scheduled by contacting your nearest Naval District Commandant or Naval Reserve Training Center.

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1960-61

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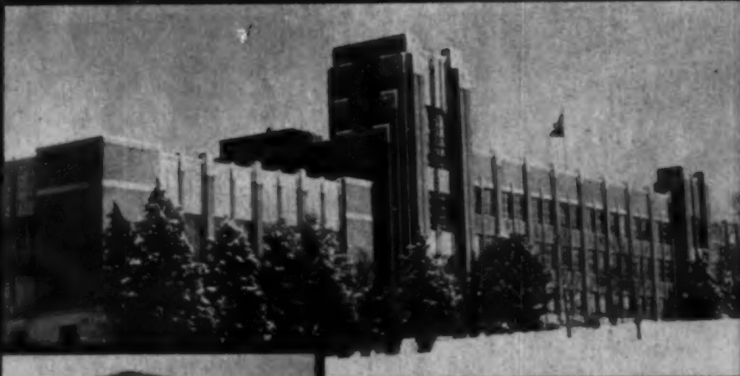

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